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## Polys, colleges rebel against NAB exercise

by John O'Leary and Felicity Jones

The beginnings of a grass-roots rebellion by polytechnics and colleges is threatening to damage the National Advisory Body's short-term planning exercise.

Up to a third of polytechnics and a number of colleges are likely to refuse NAB's request to prioritize academic areas in the event of cuts in excess of 10 per cent. Others are recommending their local authorities to argue the case against large cuts while reluctantly setting priorities.

Resistance to the setting of priorities is being led by branches of the National Association of Teachers in Further and Higher Education, which has asked its 800 branches to persuade academic boards of the dangers involved in the exercise.

Although most institutions are still giving the final touches to their submissions and agreeing them with local authorities, a significant number of dissenters is now certain. They will be led by the Inner London Education Authority, which has already decided against setting priorities for its five polytechnics.

Both the North-East London Polytechnic and Oxford Polytechnic are to prioritize all academic programmes, effectively negating the exercise. Ealing College of Higher Education is another institution definitely not co-operating in this aspect of the exercise, while Middlesex and Manchester Polytechnics are likely to follow suit.

Mr Christopher Ball, chairman of the NAB board, said this week that any refusal to set priorities would be regrettable and would make the exercise more crude, but it would not impede progress. "If we do not get the information from the institutions, we will have to do it ourselves, taking what advice we can, but it will not be as satisfactory," he said.

While the NAB secretariat was aware that some institutions had been threatening to boycott parts of the planning exercise, no assessment had yet been made of the numbers

involved. There was no question of changing details of the exercise now, he said, and lack of co-operation on this issue would not be a serious hindrance.

North-East London Polytechnic prioritized all its programmes except for initial teacher training, which was cut in the Department of Education's recent proposals for the reduction in places.

A covering letter will be sent explaining the reasons. A spokesman said that it had proved impossible to single out any programmes in the 'B' category, which involves itemising where additional resources would be channelled in the event of a less severe reduction in resources, because the form was not sufficiently detailed.

The Committee of Directors of Polytechnics has not agreed any policy of opposition to this part of the NAB exercise, it has been left up to individual institutions to decide how to react.

But according to a representative, many polytechnics were going to send accompanying letters with their response in which they will detail the positive aspects of their institution's future development.

Typical of the arguments against prioritization were those put to governors of Ealing College in a report by Mr Neil Merritt, the director and a member of the NAB board. "I believe that it is not only difficult but probably unwise to prioritize the college's work as NAB has proposed because if one subject were to be identified as of low priority the 'knock-on' effect on other subjects and courses could be considerable," he wrote.

"The exclusion of one or more programme areas would necessarily jeopardize the quality of other programmes taught in the college." While stressing that they wished to assist NAB in the planning exercise, the governors agreed not to identify particular programmes either for cuts of 10 per cent or for protection in the event of larger economies.



## Expansion 1952-style

by David Walker

A new generation of higher technological institutions of university rank was proposed to the Cabinet in 1952 by Lord Woolton, Lord President of the Council in Sir Winston Churchill's post-war Government, according to the Cabinet papers for 1982 which were released this week under the 30-year rule.

Lord Woolton's plan was to expand Imperial College, London, and also to provide funds for the development of two equivalent regional centres in Glasgow and Manchester. The two beneficiaries were to be the Manchester College of Technology, now the University of Manchester Institute of Science and Technology, and the Royal Technical College, now the University of Strathclyde.

In Cabinet, Lord Swinton, the Lord Privy Seal who had a particular interest in scientific applications for defence, and James Stuart, Secretary of State for Scotland, who ensured

that a Scottish college was favoured, supported the scheme. Lord Woolton wrote in his memorandum: "I regard the ultimate object as nothing less than a technical revolution in British industry. To achieve this I consider that we have to mobilize the technically-minded young people in the industrial districts."

The Cabinet in 1952 turned for advice to the Treasury which was still responsible for the universities through the University Grants Committee. The UGC both agreed to the expansion of Imperial College and accepted the desirability of extra funding for the future UMIST and Strathclyde, although neither received UGC grants at that stage.

However, Lord Woolton's scheme was not implemented in full. Instead Sir Anthony Eden's successor Government created the colleges of advanced technology following the 1956 White Paper on technical education,

## Student cash: Treasury must still be convinced

by David Jobbins

Treasury ministers have yet to be convinced that a mixed loans and grants system of student support would save money.

But Sir Keith Joseph, Secretary of State for Education, is likely to put a number of options to his Cabinet colleagues in the next few weeks.

The exact shape of the package would depend on how much the Cabinet is prepared to devote to it. But even if it gives a political approval in principle for its inclusion in the next election manifesto, colossal administrative details of running a loans scheme in parallel with the existing awards system will remain undecided.

Ministers also face determined opposition from influential Conservative MPs before they could guarantee inclusion in the manifesto.

Among prominent Tories who have publicly expressed reservations are former Prime Minister Mr Edward Heath and Sir William van Straubenzee, a former junior education minister and current chairman of the Conservative Parliamentary education committee.

An earlier proposal to completely replace mandatory awards with a loans scheme founded after the Treasury objected to the short-term costs.

Variable factors not yet fixed within the Department of Education and Science include the repayment period, interest rate and safeguards against defaults. But a scheme administered through the clearing banks has not recently been discussed.

Although the official Department of Education line is that there is no firm package of proposals, Mr William Waldegrave, under secretary for higher education, has accepted that it is inevitable that one will be produced and submitted for Cabinet approval.

He has fought to sugar the pill and include peripheral benefits, such as reducing the age at which students become financially independent from their parents and extending support to students on advanced courses who do not qualify for mandatory awards at present.

At the moment parental income is assessed until a student reaches 25 and this could be brought as low as 21. Courses which do not qualify for grants but are regarded as advanced include the bar and paramedical training.

Mr Neil Kinnock, the Labour Party education spokesman, has already warned that a Labour government would dismantle any loans scheme introduced by the Conservatives.

Mr Neil Stewart, president of the National Union of Students, has challenged Sir Keith Joseph to confirm or deny that a scheme was on the point of approval.

Relations between ministers and this NUS have reached an all-time low with a flat refusal from Sir Keith to meet the union to discuss the Government's decision to hold next year's grants increase to 4 per cent.

Mr Stewart warned that the proposals would hit working class students particularly hard. The 150,000 students on the full award (currently £1595 outside London and £1900 in the capital) got no parental contribution and if the proposals were implemented their income would simply be cut in half, Mr Stewart said.

## SSRC heads for new trouble

by Paul Flather

The Social Science Research Council is heading for confrontation with its staff unions over plans to shed 30 jobs.

The four main unions involved were this week putting a strongly worded defence to the council's finance and general purposes committee, describing plans to cut costs as "short-sighted", hasty and ill-thought out.

They are particularly angry because cutting 30 posts at a saving of up to £250,000 will mean that a disproportionate share of the savings will come off the staff budget. Almost all posts affected are clerical.

In a joint submission they warn that after only six months "it is clear that the new committee structure is not functioning effectively".

The council is currently deciding how to save about 4 per cent over each of the next three years, as demanded by Government ministers. Its budget has already fallen by more than 25 per cent since 1979.

A recommendation in Lord Rothschild's report to move the headquarters from central London is still under review, with Swindon and a

cheaper London site the options. Supervision of postgraduate awards, halved in total since 1979, is likely to be pooled with the research councils already based in Swindon.

This year, central administration will account for 12 per cent of the £20.9m SSRC budget, and unfavourable comparison with other councils. For the Natural Environment Research Council the figure is 4.4 per cent, and for the Science and Engineering Council 2.7 per cent.

But the Association of Scientific, Technical, and Managerial Staffs and three civil service unions point out that the figures must be treated with great caution.

They call for alternative cuts in what appear as "expensive luxuries" such as first class travel for committee members and senior staff, foreign travel, and council members' honoraria and committee members' fees which could save £60,000.

Dr Cyril Smith, SSRC secretary, said a handful of redundancies could not be ruled out. Staffing had to take a bigger share of cuts because of the large proportion of fixed administrative costs, including rent and rates, he said. A final decision is expected later this month.

## St Andrews wins contract victory

by Olga Wojtas

Scottish Correspondent

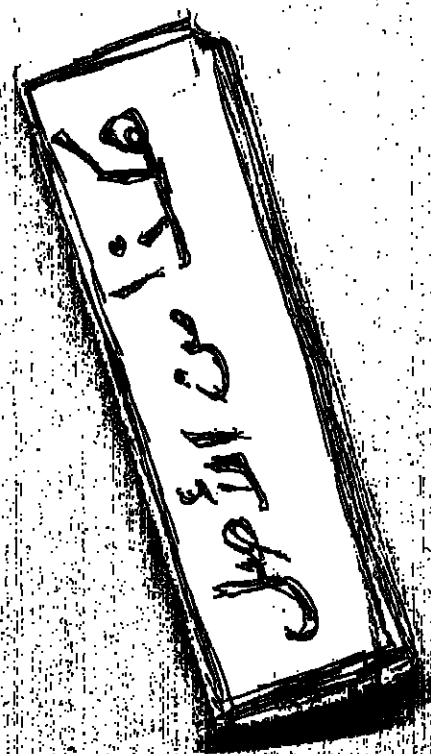
Proceedings which were seen as a test case for the rights of university staff on short-term contracts have ended in victory for St Andrews University.

An industrial tribunal has rejected a claim of redundancy and unfair dismissal from a French lecturer who was replaced after working at St Andrews for seven and a half years.

Dr David Dorward, deputy secretary of St Andrews, who represented the university at the hearing, said: "We feel that the tribunal has made a right decision. If the judgment had gone the other way it would have been very difficult for the University of St Andrews or any other British university to make of prolong a short term appointment."

Dr François Blackburn told the tribunal that although he had been employed on a series of one year contracts, she believed that the renewal of the contracts was a formality. The chairman of the French department, Dr Michael Scott said the contracts had been renewed only to

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## CND key issue as 'nice guys' compete for vice presidency

by David Jobbins



Bryon: left-wing support

Left-wingers are pinning their hopes on a middle-of-the-road candidate for the top elected job in the college lecturers' union. Just two candidates are to run for vice president of the National Association of Teachers in Further and Higher Education. In the past up to four have stood.

Mr Glyn Bryon, a deputy head of department at Oxford College of Further Education, is likely to be able to call on the support of left-wingers among the union's 74,000 members. It only because they will want to keep out his opponent, Mr Bill Hoad.

Mr Hoad, who lectures at Birmingham Polytechnic, helped lead the campaign for a special conference on affiliation to the Campaign for Nuclear Disarmament.

As soon as the special conference

rejected the ballot in favour of consultation within branches to permit informed debate at this year's conference, Mr Hoad announced publicly that he would stand.

He is expected to refer explicitly to the affiliation question and the change of rule which permits Nafthe to follow political issues.

Mr Bryon, however, is understood to be following the line taken by the executive on the importance of attendance at branch meetings and stressing the significance of participation in the union's affairs.

Both men have been on the Nafthe executive, for some time.

During last year's executive discussions on CND, Mr Hoad reserved his position while Mr Bryon supported the majority view at all stages. But he is not identified with sections of the union which have passionately espoused the cause and could well be

the sort of candidate to unite the left-of-centre and many moderates who are uncertain about the way the right has sought to turn CND into the dominant issue in the union's affairs.

Mr Hoad has on his side an electoral system which has produced a string of right-wing vice presidents despite the undoubted strengths of a series of left wing candidates.

For the first year for some time there is no extreme left wing standing.

Mr Hoad and Mr Bryon are both highly regarded within the union, frequently described as "nice guys", and it is clear there has been a conscious effort to avoid running firebrand candidates who could worsen the delicate situation over affiliation. Voting will be completed by the end of next month.



Hoad: against CND affiliation

## CNAA upgrades engineers' degrees

by Felicity Jones

The Council for National Academic Awards has issued a policy statement on the development of two new degrees in engineering which will be welcomed in the public sector as a chance for polytechnics and colleges to catch up with the universities in this field.

The policy statement provides the framework for institutions to develop courses leading to a first-level honours Bachelor of Science (engineering) degree and a four-year Bachelor of Engineering degree. The council rejected recommendations for a new BSc award for technician engineers.

The council, which is responsible for granting awards to a third of all graduating engineers, agreed its policy in the light of the continuing debate in higher education on engineering which started with the Farnham report in 1980 and led to the Engineering Council's recent statement.

Many of the recommendations are in line with those proposed at the national conference on engineering education and training and the CNAA goes on record as stating that there is a need for a new system of more comprehensive courses "which recognizes that engineering is not merely science applied but a fundamentally separate activity with its own intellectual framework".

The CNAA states that it believes

all engineering degree courses should deal with the application of engineering principles to the solution of practical problems based on engineering systems and processes, and an introduction to the fabrication and use of materials (commonly referred to as FA2 and FA1).

Other than general, simple guidelines, the council leaves it up to individual colleges to develop and test their courses. The only specific aim is that all such degree courses should meet the needs of industry both for the present and the foreseeable future.

The two engineering awards will involve an improved and extended first degree course which should last four years and lead to a BEng degree.

A MEng award was turned down because there was insufficient precedent for the CNAA to pursue such a degree at this time. The other full-time courses leading to the new award of BSc(Eng) will not last less than three academic sessions and will be equal to the CNAA's other first and sandwich course proposals of less than 100 weeks are unlikely to be considered by the council for approval.

Since the policy statement was approved at the last council meeting, all colleges and polytechnics have been circulated with the document.

## Hull 'grieved' at UGC sums

Hull University is harbouring a deep sense of grievance over the way the University Grants Committee calculated student numbers in science, Sir Roy Marshall, the vice-chancellor, told the annual meeting of the council.

The UGC has given Hull another 20 science-based students above the numbers allocated but the university is now asking for a further 80.

Sir Roy claims that the UGC failed to take account of two main factors. Some science courses, particularly mathematics and management sciences, were not fully on stream at Hull during the UGC's base year 1979/80. The university also had a larger science entry in 1980 than in 1974 which increased again in 1981.

"When the UGC said it had protected our science numbers at their

1979 level, that was true," Sir Roy said. "What it failed to say was that it was asking us to cut our 1981 numbers by 20 per cent and since the size of the cuts were not made until July 1981, that is the only real figure to deal with."

Hull suffered a "grossly disproportionate share" of the cuts in general student numbers, according to the vice-chancellor. It was told to drop intake by 17 per cent compared with a national drop of five per cent at a time when applications were up by 24 per cent.

Hull was one of a group of universities which the UGC asked last month to explain why its admissions in 1982 appear to set it on course to overshoot the committee's targets.

## What makes industry unpopular?

by Paul Flather

Engineering students are generally interested in pay and status, vote Conservative, and are least keen on helping others, while sociology students are less materialistic, are community orientated, but would move vote SDP, according to research just completed.

The research confirms a gulf between the social beliefs and political values of students opting for careers in manufacturing or engineering industry, and those reading sociology or history.

The work is based on interviews and questionnaires sent to 900 sixth-formers in 17 schools 800 first and final-year students in seven universities, as part of a £20,000 project supported by the Social Science Research Council.

Ms Helen Weinreich-Haste and Professor Stephen Coghlan of Bath University set out to investigate why fewer of the most able students and school-leavers choose to go into industry, and why relatively few women opt for engineering.

They confirm that social and political

beliefs play a large part in the career choice irrespective of ability. They tested this by asking students how they explained unemployment or recession, how their self-image compared to their ideal image, what moral values they had and how they would vote.

This picture was confirmed among engineering students, most attracted by pay, status, working on one's own, supportive of economic growth, of decisions taken by experts, and rewards given according to ability. They were least interested in helping others.

Sociologists were more egalitarian in their outlook, saw rewards more in terms of need, and were more attracted to "radicalism".

Engineers are most likely to support the Conservative party, the most popular party among students. The Social Democrats were second in popularity, particularly among women, although much of the project was done in early 1982 when the SDP was doing well.

Labour got its lowest support among engineers, and was low

among all women students except sociologists. Forty-three per cent of male and 32 per cent of female sociologists would support the SDP, compared to about 10 per cent voting Tory, and 24 per cent of males and 37 per cent of females voting Labour.

Tory support is in a majority among all subject groups except history and sociology. More than half of engineers vote Tory, about 40 per cent of economists and modern linguists, and more than a third of physicists, biologists, and mathematicians, do so.

The project is one of some 360 supported by the SSRC last year. Current studies include public policy making and the Church of England, marital and family relations in 1970s, shocks, and retirement Cornwall.

Research supported by the SSRC 1982, price £5.50 plus handling charge, from School Government Publishing Company, Darby House, Blitchington Road, Merstham, Redhill BN1 3DN.

## Birmingham criticized for poorer student results

by Patricia Santinelli

Birmingham University's student performance rates have been criticized in a report which advocates a more widespread and preventive role for university educational counselling services.

The unpublished report is based on a three-year independent research study into the university's educational counselling service. It attempted to discover how students got into educational difficulties, whether a central counselling service was necessary or whether problems could be dealt with more effectively within departments.

Writing in Birmingham University's *Teaching News*, Dr Robin Willis-Lee, of the educational counselling service, says: "Birmingham produces by and large less-qualified output as a proportion of its annual leavers than average figures for all universities in England and Wales."

"What is worse is that we produce poorer results with all the advantages of resources of a large university and at greater direct cost than any of the five universities with which we can reasonably be compared."

He points out that an analysis of leavers over the three years showed that Birmingham University lost no less than 786 students, 342 on the grounds of academic failure and 444 for other reasons.

In the last five years, a total of 1,275 students had been lost with the same proportion of academic and non-academic reasons. The performance of different faculties varied considerably.

In addition data collected on the university's tutorial system gave cause for concern. "It implies that our system is all too often unclear in conception and ineffective at the point of need," Dr Willis-Lee writes.

Dr Willis-Lee strongly endorses the work of the educational counselling service and refutes proposals to abolish it.

At the same time he recommends on the line of the report that existing departmental counselling and tutoring arrangements should be used wherever possible. This would encourage greater awareness of the causes of students' educational problems and of the ways in which these might be resolved, he says.

## Check terms of contract, warns union

by Olga Wojtas  
Scottish Correspondent

The Association of University Teachers' top official in Scotland has warned academics to check the terms of prospective contracts.

Mr David Bleiman, regional official for Scotland and the North of England, said he believed there were cases where posts had been offered on a tenured basis but applicants had been persuaded to accept a fixed-term contract during the interview.

"Applicants should look very carefully at the terms offered and be conscious about what is said to them at interview," he said. "I am personally prepared to be consulted and offer advice about the terms of appointments they are applying for."

The AUT's junior vice president, Dr Ron Emanuel, said the system of temporary contracts had worked in the 1960s, when there had been natural progression to permanent posts, but now academics were staying longer on temporary contracts.

Around 10,000 staff were on short-term contracts which waived rights to redundancy payments and claims for unfair dismissal, he warned. The AUT was concerned by attempts within universities to advertise posts as temporary in cases where they could not be justified.

"We have got to tackle this much more centrally, not through individual universities, but through the Committee of Vice-Chancellors and Principals," he said.

Dr Ken Sefton, chairman of the Scottish AUT, condemned the Government's university entrance quota for undermining the long Scottish tradition of "the lad o' pairs" being able to go to university.

Well-qualified students were being turned away by these arbitrary figures, he said.

## Boost in-service work, says OECD

by Patricia Santinelli

Western nations should give greater priority to in-service education and training according to report from the Organization for Economic Co-operation and Development.

The report is based on a six-year research programme carried out by the OECD's centre for educational research and innovation. It argues that only this sort of investment can help countries sustain educational change and reform.

Dr Ray Holm of the Bristol University school of education, the author of the report, says: "In spite of decreasing recruitment there remains a strong need to maintain the internal dynamism of the teaching profession as a means of improving the education system at all levels in member countries."

The programme was set up in response to growing demand for the coordinated development of in-service education and training to equip teachers with new approaches, methods and attitudes.

The report stresses that training activities should be centred on school, be more collaborative in their approach and have a solid support structure.

But Dr Bolam points out that school-based INSET should not exclude other types of in-service education and training. "It is vitally important that existing methods and approaches, for example advance degree courses at universities, should be maintained," he said.

## Shortlist for Space announced

Five new scientific missions have passed the first hurdle before adoption by the European Space Agency. The five proposals, chosen from 20 submitted to the ESA in November, will now be assessed in detail so that the best one or two can be chosen for inclusion in the agency's scientific programme in the late 1980s and early 1990s.

The projects selected for further scrutiny come from scientists from several European countries. They include plans for a far infra-red telescope, a large aperture X-ray telescope, and a solar observatory. The remaining missions are for studies of the earth's magnetosphere and the asteroid belts.

All the proposals take up contributions from British scientists, and the X-ray astronomy mission would be of special interest in this country. Professor Ken Pounds of Leicester University said the proposed X-ray telescope was an ambitious project which no single country could bring off. "But the UK is in a very good position to play a major role in any X-ray mission the ESA goes ahead with," he said.

The final decision on the first of the plans to be funded will not be taken until early in 1984. But the initial selection has been made just as the agency nears a choice of the winner from five candidate missions chosen for further study two years ago. The results of these studies will be presented to space scientists at a meeting in Holland later this month, with a decision expected in March.

This earlier series of projects includes a high resolution X-ray instrument, a solar studies satellite, a mission for observations in ultra-violet spectroscopy and the Kepler probe to examine the surface of Mars.

The strongest contender may be the ISO infra-red telescope, provided a way can be found of cooling the instrument properly in orbit. The problem with ISO is that it is likely to cost well over £100m, which is more than previous ESA projects. This compares with Britain's contribution to ESA of £8m a year, paid by the Science and Engineering Research Council.

## Huddersfield

by Felicity Jones

The Secretary of State for Education, Sir Keith Joseph, has been asked to hold a public inquiry into relations between Huddersfield Polytechnic and the local authority.

The initiative has been taken by former chairman of the governing body Conservative councillor Jane Carter, in a personal capacity. She wants to see an investigation carried out into the handling of the case of Mr Peter Fielden, previously head of academic support services, who won an industrial tribunal judgment recently that he should be reinstated.

Although the governors met and decided not to reinstate Mr Fielden, Councillor Carter alleges a vital document containing the judgment was not put before them.

Mr Fielden resigned and the industrial tribunal ruled he had been constructively dismissed. Kirklees county council, however, has refused to give him back the job because they say it no longer exists.

The present chairman of the governing body, Labour councillor John Mernagh, has accused Councillor Carter of "mischievous-making" and said she did not have the backing of the council's Tory group. "Relationships between the council and the polytechnic since Mr Fielden have been problematic over Mr Fielden but that is in the process of being sorted out in negotiations," he said.

Councillor Mernagh strongly denied allegations of malpractice and said he would raise the matter at the next governors' meeting.

## Welcome for reversal on teacher training

by Paul McGill

Representatives of the Roman Catholic Church have welcomed the Government's decision to abandon controversial recommendations for the reorganization of teacher education in Northern Ireland and to increase the intake of students at their colleges.

The Government accepted that there could be no forced move of the Catholic colleges to the site of the state-owned Stranmillis, as recommended by the interim Chilver report in May 1980. Higher student recruitment was agreed at St Mary's and St Joseph's colleges for next September.

The Social Democratic and Labour Party also welcomed the Government's change of heart, but the Rev. Patsy's Democratic Unionist Party complained that the Catholic Church was being given a veto over the education system.

The pleasure of the Catholic church was marred by the discontinuation of the education minister, Mr Nicholas Scott, who put a brave face on the turnabout. Speaking after the publication of the White Paper announcing the Government's response to the interim Chilver report, he admitted that the result was less than ideal.

At the same time, he argued, the number of institutions providing training was being reduced from six to four and the result was a flexible system which would give value for money and meet the needs of education.

tion in Northern Ireland.

The decrease in training institutions will be the result of two mergers - that of the Ulster Polytechnic with the New University of Ulster and of St Mary's with St Joseph's. The latter merger was vetoed by the former Catholic Bishop of Down and Connor but was agreed by his recent successor, Dr Cathal Daly. With an intake of each of about 70 in recent years they were unable to offer a full range of courses on their own.

The White Paper rejected the Catholic claim to 40 per cent of the annual student teacher intake but noted that there were good reasons to wish to strengthen the colleges, including Stranmillis, and give them a more stable role. It was reinforced in this view by the "constructive attitude" which the colleges had adopted to the question of cooperation.

The Government said the intake to St Mary's and St Joseph's combined would rise from 136 last year to 195 next September, with Stranmillis taking a similar number. The rises will be accommodated partly by an increase in recruitment to meet impending growth in primary pupil numbers and partly by reductions in other institutions. Worst affected will be the NUI which will be cut by 20 to 70. Queen's University will get 90, the polytechnic, 60, and Londonderry Technical College, 20.

The effect will be an extra 60 student teachers, bringing the total of 630. The Catholic colleges' share of this will go up from 24 per cent to 31 per cent.



One of the most unusual ventures in commercial patronage of academic studies was launched last year when J & W Hardie, makers of the Antiquary Whisky, funded a programme bringing 12 distinguished mediaeval and renaissance history experts to speak at Edinburgh.

The programme is to continue for a second year, backed by a cheque presented to principal John Burnett (right) by J W Hardie's managing director, Mr Malcolm Kimmings (left). Looking on is former Edinburgh student, now the university's rector, Mr David Steel.

## 'Take administration seriously' plea

Top jobs in university administration are going to applicants with little or no previous experience, according to the administrator of a London University college.

Mr Peter Waters, of the London School of Hygiene and Tropical Medicine, says that the continuing undervaluation of the profession is either a "repeated slap to the face" for applicants trying to make a career in academic administration or a reflection on the quality of those applicants.

In a letter in the current *Conference of University Administrators* newsletter Mr Waters refers to the appointment of major-general as secretaries of Bedford and University colleges and to that of a retired governor of the Gilbert Islands as secretary of Imperial College. In fact Major-General Abraham of Bedford College retired last summer.

Mr Waters says he is not questioning the ability of individuals but how is it that in a current shrinking field such appointments are made to be made at, presumably, the expense of candidates with perhaps often decades of experience in university administration?

The tribunal found that the series of fixed term contracts was "genuine and not a ruse to disguise a continuing permanent appointment."

If top academic posts were to be awarded as frequently to non-academics there would be vigorous complaints.

Mr Waters says that as someone who has spent his whole working life in university administration he despairs of there ever being a good career structure. "Until training in university administration is formalized and not just left for amateurs to pick up as they go along, the responsible appointments committees will always regard experience of university administration as counting for relatively little."

"It is quite a conscious change in that it has attempted over the years to change from a campaigning union into a union which tries to represent the average student - whatever that is - in negotiations with government."

"The 4 per cent increase in student awards shows that NUS is on a hiding to nothing."

SWSO has never had more than two members on the executive in any one year, and Mr Kellert was this year charged only with the task of sharing responsibility for the union's nursery campaign.

But in the past two years it has organized a series of occupations of colleges over cuts and similar issues.

## Trotskyist leaves NUS executive

The Socialist Worker Student Organization is to work independently of the National Union of Students after a rift over strategy.

The Trotskyist organization's sole member of the NUS executive, Mr Martin Kellert, has resigned, and SWSO is likely to decide not to seek to replace him in elections at the Easter conference, although it may run candidates for the five full-time jobs, including that of president.

Mr Kellert told the NUS conference late last year he was considering resigning shortly after delegates had absolved the Labour Students dominated leadership of any blame for a 10-day strike by headquarters.

He was particularly angry that Labour members of the executive were prepared to cross a picket line during an official dispute.

"The majority of the staff on the picket line were members of the Labour Party and they had to watch their leadership going through their picket line. I decided there was no place for me on the executive."

But the rift between SWSO and NUS goes deeper than the events surrounding the staff dispute. Mr Kellert says: "The role the executive played in the dispute epitomized the way the NUS has been developing. A lot of people saw the change in political leadership at the last Easter conference as quite a good thing, but it has been shown that in terms of politics nothing has altered."

"The union is tending to act as a block on student campaigns in the colleges rather than being a part of them. We have seen the executive removing the campaigning aspect from the national union."

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J. W. Hardie







## North American news

## Interference 'is suffocating universities'

A major report by the Carnegie Foundation calls for an end to the 'destructive cycle of outside intervention', on America's campuses. Peter David reports

Admirers of the American higher education system habitually applaud its loose structure, particularly the absence of cramping government controls and the "mixed economy" of private and public institutions free to respond quickly to the changing patterns of student demand.

In recent years, however, several university leaders have complained that this traditional image is no longer accurate. According to a major new report by the influential Carnegie Foundation for the Advancement of Teaching, public insistence on accountability has begun to destroy traditional notions of academic government and weaken the authority of university leaders.

"Campus leaders, from presidents on down, feel caught in a confusing bureaucratic web that demands accountability, but provides few incentives for responsible decision-making," the report says. "As government oversight expands, and as more agencies intervene, it is increasingly difficult to know where decisions are and are not being made."

The report has been two years in the making and was written mainly by the foundation's president, Mr Ernest Boyer. It is being published at a time when most university leaders are more interested in financial matters than in academic government, but the foundation hopes it will stimulate debate in the academic community and eventually legislation aimed to help academics "regain control" of their campuses.

Mr Boyer blames a number of factors for the erosion of academic self-government. Academics are playing an ever diminishing role in running their own institutions; specialist accrediting bodies are demanding a detailed say in the running of academic courses; and state and federal government agencies are imposing stricter controls on public and private universities alike.

The report says that more than 50 specialized groups, ranging from the Association to the American Board of Funeral Service Education, are involved in accrediting higher education courses. Some use the accreditation process to impose unreasonable and restrictive standards. These agencies often stipulate in detail how universities and colleges which seek accreditation for their courses should be organized. The

accrediting Bureau of Health Education Schools, for example, insists on knowing the names and educational details of every member of staff. Many accrediting bodies lay down exact staff-student ratios and dictate the precise length of courses.

The foundation expresses special concern about the way accreditation has been linked in some states with the granting of licences to practise particular professions. Mr Boyer says at least 21 specialist accrediting associations have persuaded states that graduation from an accredited course is necessary to acquire a licence.

"Through this process, specialized associations, indirectly at least, also control key decisions on the campus," the report says. "If specialized accreditation is used to protect the turf of a specific department against the larger interests of the institution, the campus becomes a holding company for special interests, receiving from each professional team its non-negotiable demands."

"Then, the integrity of higher education is violated by pressure from within."

Another reason for the erosion of university self-government has been the growth of the higher education system and the grouping of many institutions into multicampus systems with a single governing body, the report says.

In 21 states a single consolidated board governs all higher education institutions. Most states have yet another tier of statewide councils and commissions. By the end of the 1960s virtually every state has drafted master plans for higher education and in some the coordinating agency was asked to draw up a consolidated higher education budget.

This process, developed when higher education was expanding, holds dangers now that the system is facing contraction, Mr Boyer believes. American colleges and universities are no longer seen as independent institutions but as units of a statewide system. As a result, effective authority has begun to move beyond the campus; at least three state legislatures now determine staff-student ratios.

The federal government, too, has begun to play a bigger role in university government because of the huge sums provided to colleges through student grants and loans and



Boyer wrote most of the report

funding of research projects. The report praises the government for channelling so much money to the universities with relatively little interference, but points to some "red flags which cannot be ignored."

They included attempts by the federal government to introduce regulations protecting the rights of human subjects in research, and recent moves to curtail the publication of scientific research in the interests of national security.

A major area of government interference in the running of universities has come as a result of attempts to enforce civil rights laws, Mr Boyer says. "The most significant points of tension in civil rights enforcement relate to the essential core - the freedom of faculty members to select, to evaluate and to promote colleagues."

"Academics insist that this process must be uninhibited, possibly even confidential, while government officials claim that they must review the process to ensure that no discrimination has occurred."

The report argues that over the last 15 years the civil rights laws have pushed colleges and universities in the right direction, stirring increased awareness of the entrenched barriers often faced by members of minorities and women.

"Federal and state enforcement officials should, however, be extremely circumspect in stepping into matters that historically have been resolved through internal governance

procedures.

"Such intervention, even in the name of high principle, can lay the groundwork for long-range changes in the nature of our society that would be in the interest of none."

The report says that it is the cumulative impact of government intervention, rather than single issues, which is threatening to suffocate institutions. In one year, the University of California reported filing 229 "unique" reports with 32 separate federal agencies.

In Pennsylvania, meanwhile, the state central government controlled all purchases over \$1,000; all contracts; computer configurations; consultants fees and honoraria over \$2,000.

"Such detailed supervision of campus activities may at first blush appear to be administrative only. However, the issue goes deeper. Trying to administer a college by remote control ignores principles of good management, reflects a climate of distrust, and assumes incorrectly that if centralized management is increased, efficiency will improve."

The Carnegie Report concludes with a large number of recommendations for action which will help universities and colleges regain control of their own affairs and staunch the flow of power and initiative to outside bureaucracies.

They include strengthening the power and expertise of boards of trustees; restoring real decision-making powers to academic senates and curtailing the powers of specialized accrediting agencies.

State governments are urged to deal only with broad budget allocations for universities and colleges, leaving the institutions responsible for reviewing academic programmes. The federal government should be held at bay by developing better methods for the self-regulation of universities by national and regional associations.

Mr Boyer says that the destructive cycle of outside intervention in the running of universities must be stopped. "The governance initiative must return to where it belongs: to the campus itself. But structural and administrative reforms, like those proposed in this report, can only go so far towards achieving this goal. What is most required is no less than a rebirth of leadership in higher education."

little known and unpublished scholarships. "Usually, however, the criteria for these little known scholarships is defined very narrowly. I am not convinced the search is really trying to uncover these small scholarships. If they researched all the numerous small scholarships for every client the cost of research would prevent them from making a profit."

A far better alternative for students seeking financial aid is a letter to a college or university or a couple of hours in the reference section of a public library, Mr Chenelle concluded.

Many parents and students believed private firms could uncover

## Crisis in teacher training

Two new reports have confirmed fears that the United States is facing a massive crisis in teacher training and appears unable to attract enough able school-leavers to the teaching profession.

One report, based on a long-term national survey by the Department of Education, has found that the number and academic standard of college-bound school-leavers who intend to major in education is continuing to drop dramatically.

The other, published by the University of California, warns of a national shortage of mathematics and science teachers which will eventually impede the growth of the high technology industries on which the nation is pinning its economic hopes.

According to the Department of Education study, the academic records of higher school girls planning to major in education were lower in 1980 than they had been in 1972, and lower than those of classmates who wanted to take other subjects.

Among 1980 school seniors who planned to go to college only about 3 per cent of the males and 10 per cent of the females intended to major in education. These percentages were substantially lower than those for 1972 college aspirants - about 3 per cent lower for males and 9 per cent lower for females.

The 1980 school-leavers aiming for education had lower scores than fellow college aspirants on reading, vocabulary and mathematics tests.

In the case of women, but not men, the difference in academic qualifications between those planning to major in education and those in other fields had widened since 1972. The test scores of all students had declined since 1972 but the decline was steeper in the case of students who wanted to teach.

One result of this trend, highlighted in the University of California report, is that high-prestige universities with stringent entrance requirements find it impossible to recruit enough students for teacher training.

The school of education at California's flagship Berkeley campus requires a minimum of 3 of a possible 4 grade points average for admission to teacher training programmes.

In 1981, the report continues, the entire nine-campus University of California system had only 22 students enrolled in mathematics teaching programmes and 47 in science teaching. At the same time the California state university system had only 75 preparing for mathematics and 127 for science teaching.

The report pins the blame for the crisis solely on the low salaries paid to teachers. It cites national studies which indicate that five times as many maths and science teachers are leaving teaching for non-teaching jobs as are leaving for retirement.

A recent survey of schools in the high-technology area around Palo Alto in California found that six out of eight districts were losing maths and science teachers to industry.

collects resume stars, social points and school credits.

If you are a liberal arts major and score above 4,000, the highest possible number of points, your novel will win a Pulitzer. Above 3,000 your novel is published, above 1,000 you are a newspaper reporter, and below 1,000 a starving artist.

Marcin Hedeler, began her cookie business The Cookie Habit, while a Stanford journalism major. For three years with her sister, she has been making and selling more than 3,000 cookies each day in a large shopping centre.

As a youngster she wanted to have her own bakery. Several of her recipes come from mothers and grandmothers of the boys she dated.

"It's been a good business. People always have enough money in their pockets to buy a 45 cent cookie," she said.

## Overseas news

## UN to set up genetic engineering centre

by Thomas Land

Canada, Sweden and Belgium have offered to host an international research centre in genetic engineering intended to serve the developing regions. The project, sponsored by the United Nations Industrial Development Organization (UNIDO), is backed by more than 40 countries and some of the best brains in biotechnology.

The project is the brainchild of Dr Sam Naring, a molecular biologist with the National Research Council of Canada and a consultant of the Vienna-based UN organization. Among the centre's initial tasks will be studies to further the development of cheap energy from waste materials as well as self-fertilizing wheat, a protein rice hybrid and a new anti-malaria vaccine.

A staff of 50 research scientists and 40 technicians is envisaged. Provision would be made for 26 post-doctoral fellowships and 100 trainees to study at the centre for two years each. Capital investment and operational costs for the first five years, including staffing, is estimated at \$44m. Finances are expected from the host country, various international development funding agencies and the governments supporting the scheme.

The idea goes back to early 1981 when UNIDO brought together for a very private meeting in Vienna a dozen world-renowned scientists concerned with genetic engineering. The meeting was chaired by Dr R. Wu of Cornell University and Dr Naring was present. The scientists' proposal to provide genetic engineering research and training facilities to poor countries is now supported by influential global organizations including the International Federation of Institutes for Advanced

Studies and the Club de Geneve. Dr Naring said: "The world is entering a genetic revolution for which developing countries should train their young people in biotechnology. They must take advantage of these advancements or they will be left out."

A provisional work programme for the centre, put forward by a group of specialists, is aimed to do that. The centre would seek early applications of its findings - for example in the development of diagnostic kits for human and animal diseases, and of enzymes for food processing. Besides a selective application of advanced biotechnology for the hungry world, the main programme elements would focus on energy and fertilizer, hydrocarbon microbiology concerned with tertiary oil recovery, human and animal vaccines, agricultural and food products.

"During the next five years it will be possible to grow better crops," said Dr Naring. "In the case of rice, for example - which has no protein - a gene can be inserted to produce a hybrid that tastes like rice but has a lot of protein. We can even manipulate its genes to speed up growth, so you can have four crops a year instead of three."

A recent report issued in Ottawa by a federal task force on biotechnology called for a national master plan to support its development in Canada as an essential element of the nation's future industrial and economic growth. In September, the Swedish government announced a multimillion dollar investment in genetic engineering research involving the Wallenberg Laboratory at Uppsala University in collaboration with private industry.

## Boost for Sri Lankan OU

from D. B. Udalagama

**COLOMBO** An expansion plan for the Open University at a cost of 261m rupees (\$14m) to be completed in 1989, when the number of students on roll is expected to reach 35,000 has received Cabinet sanction, on a proposal of President J. R. Jayewardene who also holds the portfolio of higher education.

The scheme involves setting up regional centres at Colombo, Kandy, Matara, Jaffna, Batticaloa and Ratnapura where laboratories and workshops for science and technology studies, and facilities for reading, listening, viewing and face-to-face teaching will be provided. The regional centre in Colombo will serve as an all-island centre for certain educational activities of the university.

The headquarters complex will provide supporting services such as a

printing press, a computer for data processing, sound and television studios and a central library.

The Open University was set up with the transfer of students previously registered for courses at the External Degrees Agencies and the Institute for Distance Education. During the first half of this year 7,350 students were admitted.

Nearly 60 per cent of the work completed with the reclamation of 14 out of the 18 acres of marshland near Colombo allotted to the Open University has been completed. The cost of the temporary headquarters building is now 4.5m rupees. Two temporary buildings provide a floor space of 30,000 square feet.

The university has been modelled on the British Open University.

## Academic numbers fall in reversal of trend

from Geoff Maslen

**MELBOURNE** The number of academic staff at Australian universities has fallen after nearly a decade of static or falling government financial support. Statistics collected by the universities council of the Tertiary Education Commission and the Australian Bureau of Statistics show that university teaching and academic staff numbers have fallen by more than 3 per cent since 1981.

While the drop in full-time positions from 11,962 to 11,588 is small, it represents a reversal of a long-term trend. University vice chancellors have pointed out that the federal government was cutting back on the higher education spending and complaining at the same time that participation rates were falling.

The federal minister for education, Senator Peter Baume, told parliament recently that a smaller proportion of young people were going on to tertiary education. The chairman of the Australian Vice Chancellors' Committee, Professor David Carr, said the government was going to have to do something about staff cuts to make its position logical.

He said universities had been increasing the number of staff on short-term contracts and appointing junior staff to replace more senior academics. Some universities outside money and had managed to maintain their staffing levels but now even they were beginning to suffer.

According to one survey, the large universities appear to be taking the brunt of the job cuts. At the University of New South Wales academic staff numbers have fallen by 5.6 per cent since last year. There are now 1,490 academics at the university - 89 fewer

than last year. At Queensland University, 16 professorships have been declared "indefinitely vacant" - double the number definitely vacant - leaving the university with only 97 professors, 25 per cent below the Australian average. The president of Queensland's academic board, Dr Brian Adkins, said it was a matter of great concern that funding considerations had forced the university to suspend so many of its senior academic positions which were important for the vigour of teaching and research programmes.

At Melbourne University, there has been a 14 per cent drop in full-time teaching and research staff since 1975, and the current imbalance in the country's economy rules out any immediate recovery.

Monash University has lost 5.5 per cent of its staff since 1980. Academic staff numbers have been even harder hit. The decline in staff operating the university library and computer systems has been nearly 9 per cent in the same period.

## Spanish find new way to analyse problems

A group of Spanish academics from the province of Murcia claim to have come up with a new way of analysing universities and their problems.

In a study subsidized by the ministry of education, the seven researchers say they have found a "rational" way of studying the evolution of

the Spanish university. This involves using techniques drawn from natural sciences and psychology. Their object was to produce a tool which would enable researchers to study departments or whole universities in a standardized way.

Interest in this has already been



The Polytechnic of Nairobi was completely unaffected by the events of August 1

## Business as usual - minus students

by Diane Spencer

The technician was watching a training film in the deserted electronics lab, using a wall behind a bookcase as a makeshift screen. He had little else to do as the University of Nairobi is unlikely to be re-opened for some time.

It was closed for the second time last year on August 1 following the unsuccessful coup to overthrow the Kenyan government of President Daniel Arap Moi. The president himself will set the date for the trial in February of the students who were, allegedly, involved in the uprising.

Two intakes of students are waiting to be admitted so the final year will be recalled first to sit their exams.

President Moi has already declared that the government will restructure the university to give the Ministry of Higher Education more direct control.

The university was set up by Act of Parliament in 1970 to give it autonomy and academic freedom along British lines. It evolved from the Royal Technical College - now the engineering department - in 1956 to a university college in 1961 giving London external degrees and in 1963 it became a college of the University of East Africa.

Rumours, so far unconfirmed, suggest that the government will seek to abolish the more troublesome, non-productive departments such as sociology and politics.

In the meantime, the university, in appearance very like one of our 1960s

creations set in tropical vegetation, is attempting to carry on as usual, minus students.

Some staff are clearly enjoying their enforced break from teaching. In the engineering department some members now have time to spend on profitable contract work including some commissioned by the UK Road Research Laboratory, and on much needed maintenance.

The science and engineering departments are extraordinarily well equipped. One chief technician said: "We have stuff here that developing countries would give their right arms for. But the snag is, unless we can repair them ourselves they are virtually obsolete," he added.

Back in the city centre at the Polytechnic of Nairobi, the scene was completely different. On the last day of the academic year, December 3, students were queuing to register for next year. There were completely un-

affected by the events of August 1. Dr David Maina, vice principal of the polytechnic explained: "We have a very positive staff, they are very mature people. Communications between staff and students in very good with student representatives on academic boards and on the board of governors."

Most of the 4,000 students are sponsored by employers. The majority of the 11 departments offer technical courses which will turn out middle management technicians.

The demand is such that only one-fifth of applicants get places. The government reserves 5 per cent of the places for students from other African countries. Around 15 per cent of the 270 staff are expatriates, but by 1985 it is expected that they will be replaced by local people.

Unlike the university, the country's two polytechnics are more firmly under government control. Nairobi and Mombasa polytechnics are financed by the Ministry of Higher Education and run by a board of governors whose chairman is appointed by the minister.

New equipment is not as plentiful as it is at the university. "We are desperate for books, we need to write off five lathes in the mechanical engineering department, but we can't replace them," said Dr Maina.

He was unhappy about British policy on aid which is giving priority to agriculture, transport and energy. "We are going to man these industries so we feel we should be given first priority."

The Kenyan government cannot keep up with the demand for education. Although virtually on the edge of bankruptcy, it is planning a second university, a third polytechnic and three diploma colleges to train secondary school leavers. The country is desperately short of teachers.

Even though 30 per cent of the gross domestic budget goes on education, only half the children get any schooling beyond 13, and only 20 to 30 per cent of the population is literate.

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## Cashing in on scholarships

colleges," he said. "Therefore the fees charged by these agencies seem like good investments. The problem with these search firms is that it is very difficult to evaluate the quality of their services."

Mr Chenelle said that after studying a sample of the materials supplied by some of the companies he concluded that the information they supplied was, at best, identical to information available free from most

high schools or the offices of financial aid at a college or university.

Some firms enticed clients by guaranteeing a list of funding sources, for example by promising to provide details of ten scholarship funds. But often, such lists included well-known sources such as federal loan programmes.

Many parents and students believed private firms could uncover

## A fortune in cookies as tycoons work their way through college

Student entrepreneurs across the United States appear undaunted by the bad economy and unemployment. And universities are picking up on this trend. Carnegie-Mellon, Stanford and Baylor have centres for student entrepreneurs. Cornell Southern Methodist and Stanford are offering special courses to guide students in their business ventures.

David Hedman, aged 26, and an industrial engineer, began his business while he was at Stanford. He served on the board of trustees and participated in a study of earthquakes. Stanford agreed to offer Hedman academic credit if he would start a programme to help people for the quakes predicted by geologists. A year later he built Earthquake Safety Organization into a business worth more than \$250,000. He and his crew of fellow students have advised more than 15,000 people. For a fee, Hedman and his engineers will go to a client's house and examine the foundations.

He can provide a list of contractors who will make them more secure. And he can provide industrial plastic drums of water as well as lists

of food and first aid supplies that people should have ready.

He is conducting workshops for 12 cities throughout the San Francisco Bay Area. Eventually, he hopes to expand his business to helping people with other kinds of natural disasters such as floods and hurricanes.

Eugene Volokh began his career when he was only 13. He started working for Hewlett Packard, an engineering firm that was started by two students 43 years ago.

Now Volokh is a senior at the University of California in Los Angeles, majoring in computer science. He has started his own consulting company and is providing programs that protect computers from unauthorized access. "Instead of giving a password, my system asks a question from the user's personal profile such as 'What was your mother's maiden name?'"

When Heidi Roizen, now at the Stanford Business School, and her partner, Tim Draper, currently at the Harvard Business School, decided to start their venture, it wasn't just to make a lot of money.

They decided to make a board game from the experience of attending Stanford. They thought that besides tuition money, it would provide a great learning experience.

They found their venture could work even with only part-time commitment. In addition to attending business school, Roizen is still on the payroll at Tandem and manages marketing for her brother's software company.

They were able to finance "The Game" from their personal funds. Business loans are often difficult for young students to obtain. They recovered their initial investment. "We figured we could produce the games for about \$5 each and sell them to stores for \$10. If the games were a total disaster, we figured we could always set up a stand on campus and sell them for \$5 to help recover tuition money."

"The Game" is a board map of Stanford. The player goes around in one of four roles either as a pre-med, pre-law, pre-business or liberal arts type. As the player goes around

collects resume stars, social points and school credits.

If you are a liberal arts major and score above 4,000, the highest possible number of points, your novel will win a Pulitzer. Above 3,000 your novel is published, above 1,000 you are a newspaper reporter, and below 1,000 a starving artist.

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"It's been a good business. People always have enough money in their pockets to buy a 45 cent cookie," she said.



Last week the Further Education and Curriculum Review and Development Unit was officially unshackled from the financial and manpower constraints that Government departments suffer, and given a limited freedom.

This release granted by the Department of Education and Science took the form of independent status as a limited company and a new name as the Further Education Unit. More to the point the unit's budget is to be twice its present size at £1.5m, though expenditure will not be totally under its own control.

To coincide with this the unit has a new board and new chairman in Joselyn Owen, the chief education officer for Devon, who takes over from Dr George Tolley, now heading the Manpower Services Commission's Open Tech Unit.

The unit's new funding which is to rise to £2m in 1984/85 is a more bagatelle compared to the £1,000m of the MSC. But it is widely acknowledged that the DES's decision to strengthen the unit as its educational answer to the commission is partly an attempt at stemming persistent criticisms that it is leaving all the running to the commission in 16-19 developments.

Moreover it provided a solution to the problems facing the FEU which had warned the DES earlier that without more resources it would have to neglect part of its remit.

The department's enthusiasm for the FEU has not however, always been so great. In 1979 the unit nearly fell victim to a quango purge which it escaped after general opposition.

Since then, it has survived to become a positive force in further education, especially with its publication of *Notes for Change* which has been the foundation of the new 17-plus certificate.

From this period the unit's influence and political bias began to grow. This is something which Mr Jack Mansell, its director has been trying to foster.

Under his direction the unit has not been hesitant in wielding influence or in being critical of its paymaster in responding to various proposals affecting the further education field. Recently responding to proposals for setting up a consortium to run the new 17-plus certificate, the unit said it deplored the lack of consultation and delay in introducing the new qualification.

Instead it suggested that an ad hoc working party of validating bodies should be given six months to produce policy and an action programme. In the meantime it said more pre-vocational courses should be started and a commitment to rationalization be made.

## Unit makes the most of its new freedom

Patricia Santinelli on the tasks facing the revamped Further Education Unit.



Jack Mansell: trying to foster influence

These comments fuelled by opposition from other bodies had a definite impact on the DES. For it emerged shortly afterwards that it was now planning an interim qualification based on already existing pre-vocational courses and might drop its plan for a consortium.

But perhaps one of the greatest problems that the FEU faces in its immediate future is to restrain the MSC's attempts at taking control of the further education curriculum through its Youth Training Scheme.

It is clear that the commission has tried to impose its own views on what should or can be taught on YOP courses as was shown by its opposition to elements of political education in Life and Social Skills courses.

This kind of policy appears to be pursued in plans for YTS. The commission is seemingly bent on reinventing the wheel, having decided on the core, levels and grades students will be awarded before having established an agreed curriculum, or considered taking on board existing examples of good practice.

Jack Mansell, however, points out that the MSC cannot be stopped, only influenced and that anyway it has limited functions: the maintenance of a reservoir of skills and the improvement and creation of a flexible workforce.

While the FEU and the further education service, though inescapably bound to work with the commission and its initiatives must direct their efforts within a much wider framework.

But one definite coup for the FEU has been an agreement with the MSC to issue joint guidelines. The first published recently dealt with curriculum design and implementation for the New Training Initiative.

This reinforces the concept of basic skills based on the FEU's own checklist outlined in its Vocational Preparation document. The unit has argued that adherence to the check-

list is more likely to lead to programmes related to the needs of individual participants and employers. On the whole Jack Mansell says that the MSC, except perhaps at philosophical and local level, but he regards this as healthy provided it increases the partnership between education and training and achieves sound educational results.

But predominantly the unit's interest now that it has increased funding will be not only to maintain and extend its achievements in the pre-vocational field, but in making greater impact within further education as a whole.

Mr Mansell says there are many within the service who are enthusiastic about the work of the unit - at least 100 colleges are involved in carrying out work originated by the FEU - but there are just as many who have not heard of the FEU.

He points out that in a way further education has been protected from the outside world by constant high demand, but he believes it is vital for its future that it should respond coherently to new developments.

This means not only the NTI but for example the demands for new skills created by the introduction of new technology in commerce and industry, as well as the prospect of educating young people for whom no jobs may exist.

In many ways, he says, the further education service faces a difficult time. For like schools it has been criticized, on one hand for not providing training which matches the needs of industry and commerce, and on the other for educating young people for whom no employment exists. Colleges therefore need guidance as to what their future role should be.

Jack Mansell firmly believes that a new philosophy should be developed within FE which does not consist merely of reacting to outside developments but which is much more

continuous, profound and long term. He believes that a more active role for further education could emerge by drawing together the four major strands that the FEU has been dealing with such as vocational preparation, adult education, special needs and new technology.

For example in vocational preparation where the FEU has expended some 50 per cent of its resources, there have been countless research projects, most of which have been published.

These have included developing the concept of a "Personal Guidance Base" while in "Progressing from Vocational Preparation", it examined the conditions that needed to be satisfied if vocational preparation is to be accredited and recognized by FE.

Others included a policy document on *Teaching Skills* which suggested strategies for the further training and development of further education teaching staff involved in vocational preparation.

In adult education, the FEU is doing a substantial amount of curriculum development on behalf of the DES PICKUP programme while at Surrey University, the FEU has sponsored a project looking at curriculum design for the education of adults.

Basically the project is investigating whether there is a curriculum philosophy for the education of adults which can be adopted and what resources are needed.

At the same time FEU has been expanding its work in the area of special needs. It sponsored a major review undertaken by the National Foundation for Educational Research into the state of the art of 14-19-year-olds with special needs.

The review indicated a general lack of research and development in this area, the need for less stereotyping, greater curriculum development support and greater expertise. Moreover the FEU is to act as an

agent for the DES on a project worth substantial funding which involves preparing a teaching package for slow learners. This has gone out to tender not only to colleges but to research and development bodies.

The fourth strand of the FEU work, and one again which offers a pointer to its future direction is in new technology. Its first paper *Computer Aided Design in FE* commissioned from Dr Peter Ingham at Birmingham Polytechnic has only just been published.

The paper says that since the widespread adoption of CAD by British industry is inevitable, further education has an obvious role to play if it is to remain a significant contributor to technological updating.

In many ways the FEU has already attempted to show these four strands together in its plans for its experimental colleges project.

In its recent document, *Promoting Curriculum Innovation* which outlines the projects already on-going in this field, the FEU says it wants colleges to take on a more general experimental role, so that experimentation percolates through the entire institution.

At the moment experimentation usually takes place in one or two departments of an institution, but the FEU would like colleges to take on all the different aspects, vocational preparation, adult education, special needs and new technology on board and become test beds for further education curriculum ideas.

It is hoping to discuss this sometime this month or early in February with principals of interested institutions. The likelihood is that some 10 to 20 colleges will be chosen.

In its plans for making greater impact in mainstream FE, the unit is likely to carry on much of the work already in progress such as the newly completed evaluation of BEC courses.

But it will also probably expand and generate more projects such as the one at Central London Polytechnic. This is a project in microelectronics which is examining whether the technology of micros has settled down sufficiently to establish a set curriculum in the subject. One of the problems in this area has been caused by the enormously rapid changes in equipment and software.

The unit has also sponsored two projects in robotics. One is a Technician Education Council project looking into the impact of robots on technician curriculum.

A group of colleges are trying to produce basic curricula and equipment which might enable the teaching of robotics to be less expensive. At the moment colleges find it extremely costly to replicate what is going on in industry.

## Preparing for a life without sight

What do students learn at the Royal National College for the Blind? Photographs by Patrick Sutherland. Report by Paul Flather

Blindness is a severe handicap. But with care, training, patience, and some new technology, a blind person can probably accomplish most of the tasks the sighted take for granted.

At the Royal National College for the Blind in Hereford blind and partially sighted students play cricket, prepare dinner parties, learn shorthand and have taken to archery with enthusiasm. The college's archery club even attracts members from the town.

The college is the only one in Britain, probably the only one in the Commonwealth, designed to cater for the visually handicapped. It moved first to Kent, then to Rowton Castle in Shropshire. But a site in the middle of the country was never considered ideal for training handicapped students to cope with normal life.

By now it was catering for between 150 and 180 students and was funded by discretionary student grants from local education author-

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# Struggles for national liberation

Over the past year, the nature and future of nationalism has been the subject of a number of articles in *The THES*: by Michael Zwerin and Sally Healy (January 15, 1982), Peter Calvoicorelli (March 12, 1982), Hugh Seton-Watson (August 27, 1982) and Michael Keating and J. Barry Jones (November 26, 1982). This week, T. V. Sathyamurthy describes the impact of an essentially European political philosophy on the third world.

We are living in an era in which nationalism and the struggle for national liberation are manifested in a number of different forms throughout the world; yet our general understanding of the underlying political, economic and social forces is still shallow. The basic problem facing students of nationalism lies in the fact that, all too often, they attempt to characterize changes taking place in the contemporary epoch with concepts exclusively derived from the philosophical legacy of nineteenth-century Europe. With few exceptions, social scientists of Euro-American vintage invariably try to explain present day nationalism — in the developed and the third world — by analogy with the concrete realities of nineteenth-century Europe, rather than by analysing the domestic and international conditions of today.

During the nineteenth-century, European politics witnessed a change which was brought about by a gradual replacement of old feudal empires with a radically altered grid of power (viz. the Concert of Europe), which quickly acquired a global dimension with the thrust of colonialism and imperialism. The newly emergent great powers, especially Britain and France, set the tone of European political developments by encouraging the establishment of modern European nation states.

Some of these resulted from processes of fission (ie culturally and linguistically distinct societies detaching themselves from metropolitan domination in order to constitute sovereign entities with some variant of institutionalized democracy to suit local conditions); others resulted from processes of fusion (ie hitherto disparate entities sharing the same language and culture, coming together under the impetus provided by new international forces as well as changing economic modes and relations of production, to constitute larger nation states — eg Germany and Italy).

The major changes of the political map of Europe were effected by the rise of new nationalism among peoples who shared a common antipathy towards waning feudal empires. As an admirer of Britain and France which were not only the oldest members of the new species of nation states, democratic, capitalist, and colonial, but also happened to dominate continental and world politics. It is often forgotten in the scholarly treatment of nationalism that these struggles were essentially popular in character, involving a fundamental conflict between democratic forces and forces represented by the old feudal imperial order.

The vigorous nationalism of nineteenth-century Europe exercised a powerful influence on contemporary political thought. Prior to the arrival of Marx and Engels on the scene, the dominant strand of European thinking on nationalism was provided by Hegel's conception of the nation state as an entity which was at one and the same time both concrete (as defined by culture, language) and metaphysical (ie "spirit", "idea", and "will"). In the specific context of view that all German speaking (ie Prussian) people and the land on which they resided constituted an undivided German state which should be regarded as a superorganic whole. A major aspect of Hegel's general approach thus suited the interests of multinational and imperial states. The more popular theory derived from Hegel's works, however, confines itself almost exclusively to the "principle of nationalities" which

emphasizes such corporeal characteristics of a nation as "language" and "culture" irrespective of size, extent, demographic factors. According to this theory, each linguistic group, however small, has "the right, duty and destiny" to be a sovereign nation state.

The Hegelian (influenced in part by the neo-Kantian) view, that the ideal and will of the nation (or national consciousness) is embraced not merely by the ruling groups but by all citizens, lies at the root of the main conservative theories of nationalism today. Its logical corollary is that the idea of the nation was "diffused" mainly through the distributive agency of colonialism to the outer realms where it got translated into urgent demands by colonial peoples for independence and self-determination. This method of reasoning also had the advantage of not having to take into account such crucial demands of national struggle among colonial peoples as economic exploitation, political oppression and cultural domination.

Marx and Engels attacked the Hegelian absolutist theory of metaphysical nation state on the ground that new nations resulted not from ideas or the intellect but entirely from material conditions and concrete relations conducive to their emergence. Marx's support for German unification was thus based not on a notion of immanent nationalism or arguments about common language and culture but on the benefits that it would confer on the German working class. Marxists also rejected the Hegelian "principle of nationalities" on the ground that not a single state in Europe was in fact unilingual.

Lenin and others attached much importance to the capturing of state power by the working class. They emphasized that nationalism was not the exclusive preserve of the bourgeoisie; the fight to overthrow imperialism and capitalism and to realize socialism also involved national struggles. Even Marx and Engels had earlier argued that the exploited classes of Ireland constituted the core of the Irish national liberation movement against the British bourgeoisie. The relationship between the national struggle and the proletarian struggle for socialism was later generalized by Marxists into a coherent theory of nationalism which is crucial to an understanding of national liberation struggles of such countries as Viet Nam, Cuba and Puerto Rico in our own time.

The tension between the Hegelian and the Marxist orientations towards nationalism and national liberation expressed itself in the political developments of colonies with special force during the period following the successful 1917 Russian Revolution. Anti-colonial movements (of which the Indian National Congress, initially organized during the 1880s by a retired colonial administrator, is the earliest example) in Asia and Africa were given a fresh impetus by the international consequences of the emergence of the Soviet Union as well as the circumstances leading to the conscious evolution of a national liberation strategy as an integral part of the Chinese revolution.

The pull exercised by the Hegelian world view on third world nationalism took the form of "national independence" movements striving towards a peaceful transfer of power from the colonial authorities to their leaders after which the essential features of the inherited state would be maintained by and large, whilst permitting minor adjustments to take

account of changed political conditions. The Indian National Congress (under Gandhi and Nehru) in Asia and the early forms of independence struggle in West Africa (under leaders such as Nkrumah) embodied this general tendency.

At the same time, these movements for national independence gathered momentum in a political atmosphere in which third world leaders were compelled to take note of Soviet (and post-1949 Chinese) successes in the sphere of national integration by adopting radical policies in a number of spheres (eg education, socialization of production, deepening the penetration of the party organization even into all regions of the country) which did not supersede nationality questions but took cognisance of the important role played by nationality politics in national politics. Except in the problematic cases of Ukraine and Tibet, Soviet and Chinese successes in rapidly bringing about a national political fusion between disparate nationalities have been little short of remarkable. This fact alone has exercised a continuing impact not only on the leadership of traditional parties of "national independence" but also on the more militant and revolutionary movements of "national liberation" throughout the third world.

During the post-colonial phase, European nationalist ideology of the nineteenth-century is no longer an important element in third world nationalism. In fact, the major divisive tendencies within these countries can be better explained in socio-economic terms. The persistence of social divisions (caste, tribe, communal groups) of the pre-colonial and colonial epochs is paralleled by a continuance of feudal relations of production (especially in the agrarian sector), an uneven development of capitalist relations of production in the economy as a whole, and a growing dependence upon foreign capital for solving domestic economic crises.

Under such conditions, the meaning of "national independence" is rapidly eroded. This has in fact been the case in a number of third world

countries including "show case democracies" such as India where the fissile forces of regionalism (engendered not only by intra-national challenges by major nationalities, but also by campaigns for greater autonomy of weaker sub-national societies on the periphery) have been strengthened at the expense of national unity.

The tasks of "national independence" in third world countries remain largely unaccomplished even after nearly four decades since the dawn of the post-colonial era. The parties are in control of the power of a vast majority of third world states are now enmeshed in major contradictions which are becoming increasingly difficult to resolve within the structural constraints of the existing political and economic order. Wide-spread repression of popular forces, frequent resort to violence against grassroots protest movements by the state apparatus, and a marked tendency to direct economic policies towards the well-being of 10 per cent of the population (mainly urban and rich rural in character) at the expense of a vast majority of urban and rural poor, have combined to undermine the legitimacy of a number of new national states of Asia and Africa. The Hegelian assumption that the idea and will of the nation, in a higher rational sense, are present in "the heads of all citizens" is less and less true of most third world countries (and also others) today even during national crises, such as a war with a neighbouring country, which the ruling classes engineer from time to time with the express purpose of reviving the spirit of national solidarity.

Against such a background of rapidly changing world conditions affecting third world peoples and the intensification of international (imperialist and other) penetration of underdeveloped countries, "nationalism" itself appears to have acquired radically new connotations. The emergence of national liberation as the main force in the revolutionary struggle to resist the encroachment of

imperialism has intensified the contradictions between the rich and the poor countries of the world, and within the latter, between the ruling elites and the mass of the people. Though the process of national liberation itself has been carried to different lengths (not least due to the intervention of international factors) under varying concrete conditions — ranging from full scale wars of national liberation in China (1947-49) and Indochina (1945-75) to more limited struggles in countries such as Algeria and Nicaragua, and in a more or less truncated fashion in parts of Southern Africa (Mozambique, Angola and Zimbabwe in that order) — there is little doubt that, in almost all cases, imperialism is attacked through its local agents, collaborators or allies who claim to represent the interests of the nation within a framework of "national sovereignty" and "national independence" as understood in a Hegelian sense. The fact that the contradiction between national liberation and imperialism is intimately related to the contradiction between the two main ideological systems of the world led by the superpowers (as well as the third contradiction between the Soviet and Chinese paths to socialism) does indeed complicate the picture in ways which cannot be discussed in this context.

In several third world countries (especially those such as India where nationalism in a traditional sense has kept itself somewhat politically aloof from imperialism), however, the revolutionary impetus for national liberation has not yet reached the surface to a significant degree. The state structure can have recourse to a number of institutional devices which enable a more or less plausible image of democracy to be projected and increasing oppression, curtailment of civil rights, and a severe abridgement of the scope and activities of popular mass based organizations. Even organized communist parties are socialized into accepting norms of parliamentary behaviour and central-state relations which, under conditions of underdevelopment, seldom contribute to the economic betterment of the submerged majority of poor people. Nationalist assertion of central power in such countries is countered by a wide variety of opposition groups spanning the entire political spectrum from the right to the left.

Whilst Marxist (and Leninist) interpretations of national liberation struggles capture the essence of their ongoing dynamics in a rigorous and systematic manner, two problems of interpretation have to be borne in mind. First, a number of European neo-Marxists (Anderson, Debray and Poulantzas) whose acquaintance with the realities of the third world politics is not in all cases intimate, have given up the task of identifying the links between national liberation and class struggle in the context of imperialist domination which is a very real part of the consciousness of large sections of the organized masses. Instead, they have situated themselves with a Hegelian rejection of the ideas of Lenin and, simultaneously, a return to the rigidities of Stalin's 1931 formulation of the characteristics of nation states on the one hand and (contradictorily) on the other the equally dogmatic Luxemburgian rejection of any kind of national interests of the proletariat.

Second, Leninist analysis has been clogged up, more often than not, in textualism and scholasticism and seldom developed further by attempts to relate its basic formulations to developments actually taking place in a world which has moved a great deal from where it was in 1924! Once again, concrete phenomena relating to nationalism and national liberation in the contemporary world are leaving theory far behind even as the developments of the second half of the last century quickly disappeared beyond the pale of the Hegelian world view.

Another change was more gradual, though perhaps even more important; and it was a change, not in Oxford, but in the whole national environment. England's extreme insularity, coupled with imaginations of national and racial superiority was slowly crumbling. The Marxism of the 1930s, the democratic socialism of the 1940s and 1950s and the agnostic liberalism of the 1960s and 1970s, were all in part protests against it.

It would be wrong to associate the old imperial ethos exclusively with Protestantism. Some of its most ardent adherents were atheists, like Henry or the later Swinburne, or uncommitted to religion like Winston Churchill. But for most unreflective people, the idea that England was superior and the idea that England was Protestant had been two sides of the same coin. Imperialism and Little-Englandism were only two different expressions of the same sentiment. And England's success, power and influence were, after all, very

There is a photograph, dating from about 1880 and sadly now not clear enough for new print reproduction, of the Oxford body in the University of Oxford. It consists of Father Gerard Manley Hopkins and seven or eight grinning young men. It was, without in the least intending to be, emblematic of Oxford's choicest products, whom Oxford has turned into a Catholic and a Jesuit. And yet Catholics were still virtually absent from the scene. The situation, it is true, was temporary and in a way artificial.

The university as an Anglican corporation had already been brought to an end by the work of that devout Anglican, Mr Gladstone. But Cardinal Manning's influence in Rome was still exercised to ensure strong discouragement against any of the Catholic body who might wish to take advantage of this new openness.

Manning's attitude may seem strange. He had himself been an undergraduate at Balliol and a fellow of Merton, as well as an Anglican archdeacon. But he dreamed of an English Catholic university; and he saw the growing but still small Catholic body as an embattled citadel in a country Protestant in its instincts and traditions, and increasingly secular in its practice. After Manning's death in 1892, Rome's policy quickly changed and for 90 years there has been the situation that still exists, with Catholics scattered through the colleges, and a central chaplaincy.

The university's acceptance of this, in the usual English way, has been slow, unobtrusive and not ungenerous. The first Catholic college fellow was elected as early as 1897, but the first head of a college not until 1978. Increase in numbers was not very rapid before 1945. Chaplains, especially Ronald Knox and Vernon Johnson, both noted before their conversion as inspiring high Anglican preachers, might be of the highest distinction; but the after effect of centuries of exclusion were not so much in terms of prejudice, as in a continuing difficulty in reaching the educational and cultural standards of the nation's elite.

Catholic schools seldom had teachers who knew the Oxford ropes. Even in 1945, Fr. Johnson still thought it indiscreet to instruct converts personally, and would send them to the Dominicans or the Jesuits; he was paying (perhaps over-cautiously) his respects to the lingering ghost of the idea of the university as an Anglican corporation.

But 1945 also marked a turning-point. The new policy of public funding of university fees transformed Oxford from an abode of gentlemen (and ladies) with a small intellectual elite into a meritocratic national institution. This led to an influx of many new classes and groups, non-conformist as well as Catholic. Catholic schools gradually became equal contenders with others in preparing scholarship candidates. Conversions, which are, for various complex reasons, more common in England among the educated class, have been particularly frequent in Oxford since that time. Oxford became a hard-working, business-like place, even if a few were still willing to amuse themselves by playing up to the popular image of gentlemanly and exquisite idleness. It became a place where people argued seriously about first principles; and often this meant Catholic principles.

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## Catholics at Oxford

A. O. J. Cockshut on the followers of the Church of Rome in post-Protestant Britain

Cardinal Manning: his influence discouraged the laity from openness



real down to 1914 and even beyond. Conrad's French intellectual in *Nastrono* shrewdly remarked that the English lived by illusions that enabled them to take a firm grasp on the substance. Illusions nourished by success are slow to be dispelled. It is amazing now to look back and see what, not only the ignorant, but the learned, the intelligent and the polite really thought about England's superiority. In 1834 Maria Edgeworth wrote of "comfort and liberty, such as can be seen only in England. Happy England, how blest, would she but know her bliss".

The trouble was, England knew her bliss too well and boasted of it too much. Ruskin and Arnold decried complacency and were admired for doing so, but as long as commercial and naval supremacy remained secure and the red patches on the map continued to spread, they were not really believed. Beatrice Webb remarks how in 1900 London social and intellectual leaders were divided between the Anglican and the Protestant, but hardly anyone gave a thought to the Africans. And there is hardly any sense of shock and blasphemy when, writing of 30 years before this she says of one delightful old man: "he was not over-ly heterodox with regard to the supremacy of the Christian religion and the Anglo-Saxon race".

These sentiments invaded both the Church of England and the Protestant sects at the highest level. Mantel Creighton, one of the ablest and most scholarly of all Victorian Anglican bishops, wrote in 1894: "The Church of England is the church of decadent peoples; it lives only in the past and has no future. The Church of England has before it the conquest of the world." Such ideas are by no means extinguished today; but since 1945 they have been visibly coming down in the world.

For all that the study of Victorian England is my trade I was genuinely surprised the other day when an Anglican college chaplain described the Catholic Church with its 750,000 members as "the Italian mission to the Irish". I felt as if I was watching a dinosaur waddling across the table. When I refrained from replying I think he looked a little ashamed. But I was wondering whether he realized that he was quoting an Archbishop of Canterbury (and a rather High Church one) who was reflecting how inconceivable it was that an Archbishop of Canterbury would say that now.

Indeed the present Archbishop recently said something very different: "Anglicans must learn to think of themselves as world citizens; members of a world community." A few weeks later he was howled down by a Protestant mob. And it seems that a Protestant mob is still in 1859 above the law, just as was sackmen at St Albans. Holborn, was sacked. Those whose habit it is to lecture unruly social groups, from the Prime Minister downwards, fall strangely silent. Perhaps they felt that after all it was not a small mob, and that it didn't matter very much.

Dr Runcie and those of his colleagues who are students of nineteenth century ecclesiastical his-

tory, must know very well how different they are from their predecessors. If one goes back to the comments of Anglican bishops and deans in official charges on the restoration of the Catholic hierarchy in 1850, one is not reminded in the least of the present breed of bishops, but rather of Mr Enoch Powell and the Rev. Ian Paisley. Catholics are wondering with interest, and the Anglican bishops with some anxiety: "How strong really is the old insular tradition?" These things can be very deceptive. Sometimes as we saw in the 1960s with the League of Empire Loyalists, a great splash of publicity and invective, which has a formidable appearance, proves to be no more than a noisy death agony. At other times, a display of the same kind heralds a genuine revival of a declining or dormant tradition.

We must wait and see. But meanwhile, the Anglican bishops appear to have turned their back both on the Protestant and the Erastian traditions. And though the arguments used to support Anglicanism (by such names as Mr Enoch Powell and Mr Pusey, for instance) have sometimes been in opposition to these traditions, there can be no doubt at all that they have been the pillars of Anglicanism in popular thinking (always) and in learned and serious thinking (often). They have knocked the pillars away; and we must believe that they have done so with deliberate intent, as an act due to their consciences. But they have left the clergy and the more devout and thinking portion of the laity in a state of considerable uncertainty. To state of considerable uncertainty: "We know we must in the end accept the authority of the Universal Church, but we cannot do so yet."

All these official changes are very recent but the decline in Protestantism as an active religious force, the Protestantism which was "a real religion", of which it could be said that it began very much earlier. As early as 1887, Beatrice Webb was writing of the poor of London's East End: "Except the Catholics, they never go to church." The alienation from religion of industrial urban populations has, of course, been to some extent a general phenomenon of Western Europe.

But three special English factors may be noted. One was the stress on the solitary reading of the Bible as the highest religious duty. In the rapidly expanding cities, with parish boundaries blurred, with no habit of reading, no room in the house to be quiet, and perhaps no money to spare for a Bible — to say nothing of the lack of learning to interpret it — the well-meant injunction must have seemed utopian. Then the English Sunday, originally conceived as a glorious gift to God's grandeur, began to muddy with something to be dreaded.

More serious altogether was an attitude described in an American context by T S Eliot, but certainly present in England too: "In the Puritan morality that I remember, it was tacitly assumed that if one was thrifty, enterprising, intelligent, was thrifty and prudent in not violating social conventions, one ought to

have a happy and 'successful' life. Failure was due to some weakness or perversion peculiar to the individual; but the decent man need have no nightmares." Protestants might say, with reason, that this view is a perversion of the real Protestant tradition with its stress on sin, and its utter dependence on Divine Mercy. But it is also true that there were elements in Protestantism that worked in practice in this direction.

If conversion was an unrepeatable inner experience, it was to be expected that the believer would be transformed by it once for all. Probably commoner and certainly easier was the solution of avoiding the grosser vices and coming to terms with the "respectable" ones, pride, avarice and resentment. Then the individualism of Protestantism, its atomism, anti-structural view of the Church, its denial of the Communion of Saints, even though all these had originally been conceived in the service of an ideal of spiritual freedom, may actually have worked in the direction described by Eliot. And when Biblical literalism went out of favour, it was not easy to find an equally clear and compelling substitute.

And so, by 1945, the freshman who was either a Catholic already or thinking of becoming one, found himself in a very open society. Agnosticism was no longer a new departure, but had been developed in several different forms, venerable traditions of its own. The academic community no longer thought they ought to give the young fundamental principles, nor could they have agreed on what they should be.

But there were still sharp challenges. He might encounter fierce questioning. "How can you believe in God or in the Immaculate Conception, or in Original Sin, or in Papal Infallibility?" He would meet logical positivists, who would assure him that he was out of court if he didn't accept verification as principle. In the years that followed the challenge tended to change its nature. It was less about doctrine and more about a general ethos or world-view. Logical positivism went out of fashion; and Victorian scientific materialism had already done so. A disciple of Blake might be encountered more often than an old-fashioned rationalist of the Herbert Spencer kind.

It was no longer felt so much that the solitary reading of the Bible as the highest religious duty. In the rapidly expanding cities, with parish boundaries blurred, with no habit of reading, no room in the house to be quiet, and perhaps no money to spare for a Bible — to say nothing of the lack of learning to interpret it — the well-meant injunction must have seemed utopian. Then the English Sunday, originally conceived as a glorious gift to God's grandeur, began to muddy with something to be dreaded.

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In the face of all this (and I have an academic's natural dislike of speaking from impressions in the absence of documents), I think that the Oxford Catholic body has certain weaknesses and impressive strengths.

First, the weaknesses. They are not very well-instructed about doctrine and history. Admittedly, it is hard to blame them or their parents and teachers for this. Education today, for those seeking admission to universities, is specialized. The candidate at 18 knows quite a lot about physics or French literature; unless he or she is one of the few gifted with capacious intellect this knowledge will tend to leave religious information well behind.

The catechism kind of answer is inadequate in a university context. The answer that might develop out of a judicious and thoughtful reading of the New Testament, Newman, von Hügel, Rahner, and the constitutions of Vatican II is not to be made of the distinguished theologians and Catholic writers available in Oxford, especially at Blackfriars. To many, the notion that religion requires (especially for the intellectually gifted) intellectual as well as moral and spiritual effort seems to be an unfamiliar one.

More culpable perhaps, because the excuse of lack of time is less valid here, is an absence of curiosity about the world-wide Church, especially in its manifold sufferings, in Eastern Europe, in Central and South America, in China, in South East Asia, and in parts of Africa. The secular press has its own reasons for drawing attention to these in some cases, and for ignoring them in others. Catholics don't seem to hear about events that are not in the headlines. Nor are they as well aware as they might be of the spread of Catholicism in the twentieth century, so that Europe (which, as Tolstoy said, is only the north-western prolongation of Asia) has become very much less the sun of all the rest. The Church thus the sun of all the rest.

As used to the local context, they are so used to the status of minority, and the privileges and handicaps that go with this that they often haven't fully realized that they form far and away the most numerous, the most fervent and the best organized religious body in the British Isles today. They often feel ill-equipped to take the lead, even when their fellow-Christians are obviously looking to them. Just there is still a Protestant aversion at work (however much weakened), which issues in *No Popery* cries, so there is still a Catholic aversion which half-consciously recalls the penal days, and the time when Catholics were few, and had learnt to be a *gens lucifuga*, a secret people, and like the labourer in *Murder in the Cathedral*, "preferring to pass unobserved".

The strengths, in my view, much outweigh the weaknesses. They are fervent in practice and strongly mass-centred. The liturgical simplifications of the last 20 years have had the effect, as intended, of emphasizing the unique importance of the eucharist. As well as a large attendance at Sunday mass, there are many daily or very frequent communicants. There are three masses every day at the chaplaincy, all well-attended; the idea that religion is for Sundays only has no hold. And a close connexion is seen between faith and various kinds of social work.

Very occasionally there is a ceremony that is memorable and outwardly impressive; such was the celebration in December 1981, in the University Church, over which the Newman's Anglican pulpit broods, of the fourth centenary of the Elizabethan martyrs, so many of whom were members of the university. On such occasions, perhaps, Catholics are surprised by their own numbers.

The acid test, no doubt, of effectiveness is to be found in conversions. These are increasing sharply once again, after a less fruitful period in the 1960s and early 1970s. As Newman said: "Councils were ever times of trial." Vatican II happened to coincide with a difficult period in English universities, less full, but not unfertile, in Oxford. The Church thinks in centuries; and some of the fruits are now beginning to ripen.

The author is a fellow of Hertford College, Oxford.



Drill for a young member of a village self-defence force near Saigon during the Vietnam war

T. V. Sathyamurthy teaches at York University. He is the author of *Nationalism in the Contemporary World: Political and Sociological Perspectives* (London: F. Pinter, 1982).



**Francis G. Castles**  
*Francis G. Castles is dean and  
professor of studies in social sciences  
at the Open University.*

SECRET



# BOOKS

## A woman's voice

Nisa: the life and words of a !Kung woman  
by Marjorie Shostak  
Allen Lane, £12.95  
ISBN 0 7139 1486 6

The life-history of a woman from the Kalahari desert, whose people (formerly known as the Bushmen) subsist largely on gathering and hunting, seems at first sight an abstruse subject, and yet this book has enormous popular appeal. It is the outcome of a feminist project both to give women a voice, and to reinstate personal experience into the objectifying language of sociology. Studies like this help, additionally, to shed light on the lives of early nomadic peoples who have left nothing but archaeological traces, and also to undermine the ever-popular myth of "Man the Hunter" as the only human ancestor worthy of mention.

But it is other qualities which will delight many readers. Nisa, the !Kung woman who tells her story, speaks across many cultural frontiers, through all the translations and transcriptions, and contextualizations that are sensitively provided by her "niece", the anthropologist Marjorie Shostak, and she speaks with great style and a voice that is truly her own. In the words of Richard Lee, who has written the most comprehensive ethnography of the !Kung, her vocabulary is one of "rough humour, backhanded compliments, put-downs, and damning with faint praise". This abrasive edge, so important an element of !Kung egalitarianism, is admirably transmitted by Shostak. But though this helps to distance us from her, it is impossible not to be struck by how immediate and comprehensible Nisa's narrative is. Many of the dilemmas and the emotions that she describes so creatively are ones that an urban European can easily identify with.

In part this is due to Nisa's own gifts as a storyteller, and to the literary skills of the anthropologist, who manages to combine a sense of the dramatic with conveying a great deal of information about the !Kung in a clear and accessible form, and in addition has been able to incorporate research in Botswana and her quite ambivalent relationship with Nisa herself, in a way that is not confessional but an integral part of the book.

In part also it is due to the subject-matter. Shostak, influenced by the early preoccupations of the women's movement, wished to study and to communicate the life-experience of women whose world is in its material conditions so radically opposed to our own. Nisa talks about the experience of childhood and adolescence, menopause, dreams, sexuality, thoughts about death. This makes utterly absorbing reading, and it seems curious to dwell on the absences, but it is surprising given the intimacy of Nisa's story how little talk there is of her children. With the detailed attention given to the "work" of making love, and to food, this seems like a distortion. If it is not, we should be told why there is so little to say about one's children (though one suspects that it is in mentioning women only in their roles as child-bearers and nurturers).

There is another more complex absence, which arises from the aims of the anthropologist herself. It is understandable that she should wish to draw attention to the dimensions of life - and of women's lives in particular - that are rarely discussed. However, while this is done partly to bring women into a picture largely dominated by the doings of men, it is hard to think of a life-history or autobiography of a man that gives emphasis on the personal. Would a !Kung man have made the same emphases in his life-story, or could he have given more weight to the dramatic history of the last twenty-

or indeed the last two hundred years? Would Nisa herself have said so? Shostak summarizes the history for the reader, but since Nisa's story is rather timeless, we are left with a Laurens van der Post-style afterglow.

At various levels it is not clear how we should read the book. Marjorie Shostak herself has doubts over some parts of Nisa's narrative and how to understand them. While it portrays !Kung women as anything but pawns of their menfolk, Nisa is also clearly an exceptional woman. These are issues for every biography, and yet in the end the life becomes its own justification. If at times we think easily of the universality of the human condition, she comes back at us with an abrasive humour that reminds us of the worlds that separate us.

Olivia Harris

Olivia Harris is lecturer in social anthropology, at Goldsmiths' College, University of London.

## Equal shares

Disadvantage and Education  
by Jo Mortimore and Tessa Blackstone  
Hinemann Educational, £12.50 and £5.95

ISBN 0 435 82608 5 and 82609 3  
Educational Policy and Educational Inequality  
by Paul Lodge and Tessa Blackstone  
Martin Robertson, £16.00  
ISBN 0 85520 192 4

Since the war various British governments have paid lip-service to ideals of greater educational equality, yet education now exhibits some of the most dramatic inequalities in expenditure of any of the social services. The expanded university sector has been colonized by the middle class, while 61 per cent of school leavers, mainly working class, get no full or part-time education. In different ways these two books approach the question of why there is not greater educational equality today.

*Disadvantage and Education*, a spin-off from the DHSS/SSRC Transmitted Deprivation Programme, reviews the literature to find out what we know of the extent and causes of educational disadvantage and the possibilities of success through intervention programmes. Unfortunately, the mass of research remains patchy and disjointed, a number of fragments of different jigsaws.

Rapid changes of fashion in sociological theory have left little mark on the largest studies of educational disadvantage, which tend to be generated by demographers, epidemiologists, psychologists or statisticians. The basic set of problems remains how to conceptualize and capture through research the complex social and societal processes involving "the family", "social class" and "schooling", which most studies merely reduce to proxy computable individualized "factors". Nevertheless, there is ample evidence why fail. They have been "long on rhetoric, and short on coherent, positive, purposeful action", and outside the mainstream of education policy.

Why has so little been done? Taking a more radical stance than the DHSS/SSRC review could perhaps help. *Educational Policy and Educational Inequality* shifts from the soft version of equality (compensating for disadvantage) to the hard stuff of redistribution of educational resources. From published sources, the authors put together for the non-specialist an analysis of policy-making groups, the National Union of Teachers and the Campaign for the Advancement of State Education in relation to policy-making on nursery education, positive discrimination (again), 11-plus selection, the raising of the school leaving age, and post-school education. They conclude unequivocally that in all these areas "our failure is not simply a failure of knowledge, it is a failure of political will. We have not forged a political basis for acting against inequality."

Since the war, for the Conservatives and the Treasury, tolerance of modest educational reform has been the price of avoiding more radical state intervention in the redistribution of income and wealth, in economic planning, or in "throwing money down the sink with Sir William Beveridge". In the wartime Green Book, Ministry of Education officials sketched out their model for a segregated system of education, which MPs were not even supposed to comment upon. Subsequently short-stay ministers have been totally dominated by long-lasting civil servants like Sir William Pile: mistrusting educational research and planning, he and his officials have preferred "going where the arithmetic leads... we have no systematic way, but the 'feel' [for education] is a very important bit of our trade. His feel for state education led him to send his own children to public schools. The DES - by secrecy, selective consultation with only a limited range of opinion, an emphasis on the managerial questions of putting "roofs over heads" in new suburban developments and meeting middle-class demands for the expansion of secondary and higher educational opportunities - has manufactured a consensus and maintained the fiction that educational administration is non-political, not a fit area for MPs' interference.

As the authors put it, "It is not a scandal that civil servants make such choices. What is a scandal is that we tolerate the claim that they do not make policy, thus obviating the need to create contexts in which this activity can be rendered accountable." But who is "we" in this sentence? Curiously the authors do not engage in the ritual berating of the Labour Party, although there is ample evidence of political pussy-footing by Wilson and others at vital stages of policies such as comprehensive reorganization.

Dennis Marsden

Dennis Marsden is reader in sociology at the University of Essex.

## Beating the system

Capitalist Democracy in Britain  
by Ralph Miliband  
Oxford University Press, £8.95  
ISBN 0 19 827445 9

Ralph Miliband's book is an essay on the nature of British democracy, written from a Marxist perspective. Such a perspective has frequently been employed in many other social sciences and on particular aspects of British politics, but not on the political system per se.

Miliband is right to comment on the predominantly politically "centrist" and, until recently, bland textbook treatments of the British political system. Nowadays, the texts on "the model stable democracy" are being hastily rewritten in light of the symptoms of "the British crisis". Advocates of both approaches should welcome Miliband's "alternative prospectus" or anti-textbook.

His thesis is easily summarized. He claims that the British political system is a means for containing pressures from below, particularly from the voters and organized labour. There are democratic institutions and procedures but capitalism requires that they be qualified and weakened in practice. The elites and the institutions have managed for more than a century to ward off and mitigate the political repercussions of class conflict. Parliament is a buffer between the people and government and moderates the demands and pressures from the former. Trade unions and the Labour Party, partly by organizing working-class demands, partly by negotiating and bargaining, and partly by acting "responsibly" have "tamed" the pressures. Finally, the courts, House of Lords, monarchy and mass media - "the Establishment" - have peddled "our failure is not simply a failure of knowledge, it is a failure of political will. We have not forged a political basis for acting against inequality."

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## Forgiving

Confession: studies in deviance and religion  
by Mike Hepworth and Bryan S. Turner  
Routledge & Kegan Paul, £9.95  
ISBN 0 7100 9198 2

"Confession", when the word simultaneously alludes to the confessions of murder and to institutionalized confession in the Roman Church may not appear at first sight to constitute a unitary social phenomenon. That these types of confession relate, in a fundamentally similar way, to social organization is the central thrust of this seminal and instructive (if at times somewhat repetitive) study.

Reversing an expectable order of priorities, the authors insist that their question is not, "Why do people confess?" but rather, "How is it that they can remain silent?", since the social functions which confession fulfils are of real significance both for the confessant and for the wider society to the representatives of which his confession is made.

Quickly transcending the obvious function of confession as an agency of social control, the authors emphasize that confession is always regarded as a voluntary admission to the appropriate agents of society. A confession is not only an admission of guilt, it is a recognition of the concept of guilt and of the right of the authorities to define misdeeds and remorse. Authority is legitimized and so, by implication, are the values of society. The reward for confessing - the element of forgiveness which it induces - reinforces the rightness of the prevailing order. Confession, as the authors emphasize, is part of the ritual of inclusion.

Whereas deviancy theory concentrates heavily on the effects of negative labelling in excluding those designated as deviant (or sick or insane) from society, the act of confession is the first step to rehabilitation. The law may certainly degrade and stigmatize the deviant, but this is only half the story: the techniques of social restoration matter too. The confessed man can expect, perhaps after specified punishment or penance, to take his place in society once again. Society controls not only by expelling, but also by forgiving, and in particular by forgiving those who voluntarily confess - confess, that is, not only to their own failings, but implicitly also to the rightness of social norms and mores.

Confession is related to social structure, and the authors make brief but deft comparative excursions into the attitudes towards evil in the various world religions. At greater length, they trace the institution in the Roman Church, noting differences between, for example, Jesuits and Jesuits in their attitudes to sin and confession. Clearly, confession was not simply an ideologically imposed institution: its character changed as society changed - not least by the impetus given to interior conscience for personal responsibility that occurred with the emergence of a market economy, and one would have welcomed a more extended analysis of its changing social functions in the context of the shifting balance of dependence on intense childhood socialization in the early industrial era.

The authors' concern is to cast doubt on arguments that confession responds to a universal need. Reasonably enough, they conclude that the institution of confession and the culture of guilt may produce the need to confess, rather than the need producing the institution. Private confession as found in the Christian church is a culturally unique phenomenon. The confessant's catharsis is not a universal psychic response; it cannot be understood without relating it to the wider social structure.

Although the authors emphasize confession as a ritual of inclusion, they do not ignore its use as an agency of repression. Thus it is that the conditions under which a confession is elicited becomes a subject that is so important in western legal procedure.

Bryan Wilson

Bryan Wilson is a fellow of All Souls, Oxford.

# BOOKS

## Esprit de finesse

Critical Questions: on music and letters, culture and biography 1940-1980  
by Jacques Barzun  
Selected, edited and introduced by Ben Friedland  
University of Chicago Press, £14.00  
ISBN 0 226 03863 7

The writing of Jacques Barzun represents a peculiar form of intellectual personality and procedure which needs careful definition, particularly because of its deceptive mildness and unbuttoned ease.

Barzun calls himself a "cultural historian", and he belongs to a tradition of letters which has lost its academic authority over the last thirty-odd years to the more rigorous and logically based disciplines of sociology, linguistics, and psychoanalysis. Barzun talks unambiguously of society, of art, of cultural movements, and the need for the historian-critic to have perception, empathy, imagination, and common sense - without also feeling that these are problematic terms which beg a whole series of anterior questions. But then his aim is to communicate not with the fellow-scholar, but with a broad "educated" public whose interests are (in the purest sense of the word) amateur rather than professional. His writing mediates the technical and difficult, popularizing without vulgarizing, carefully weaving a liberal path between all ideologies, and rejecting all attempts to make scientific the discourse of the humanities.

The range of Barzun's preoccupations is wide - he has written books on race, English grammar, the detective novel, the American educational system, political philosophy, and his toriography. In his long career at New York's Columbia University he taught (in tandem with his close friend Lionel Trilling) a "great books" course which aimed to introduce deprived American undergraduates to the major texts of classical and European culture - and it is the patient and lucid pedagogic tone from that course which shines through his style and content. "The critic's ultimate hope", he writes, "is that he may facilitate the beholder's pleasure by indicating its kind and by associating it with tenable meanings, emotions, and experiences."

In this collection of essays, most of the space is given over to music, and predominantly to Berlioz, the figure around whom Barzun constructed his most substantial work, *Berlioz and the Romantic Century*, a panoramic history of mid nineteenth-century France with the composer as its presiding genius. (The book played a considerable part in the rehabilitation of Berlioz as somewhat more than an inspired eccentric.) The pieces on him here are enjoyable footnotes (a visit to the recording of *Benvenuto Cellini*, a look at the monodrama *Lello*, and so on), but not much more. Barzun's assessment of Berlioz has not altered in the light of the current revival in his status.

Much more central is Barzun's interest in music and the nature of its expressiveness. But here the profound laws in Barzun's approach begin to emerge. The subject is a large one, which most members of the educated public will at some time have pondered, but Barzun doesn't do any more than glide smoothly over the surface of the question. There are plenty of comforting moments - "music is a medium through which certain unnamable experiences of life are exquisitely conveyed through equivalent sensations for the ear" - it is typical of them - but nowhere does Barzun actually grapple with anything to the point of stretching the educated public beyond its ordinary level of response. He neatly and logically articulates our own commonplace thoughts - all very well, but only up to a very limited point. The same applies to the other theme of this collection, the defence

of "cultural history": who could possibly attack such a humble and accommodating statement of the position as this?

The cultural historian, in other words, must steer a middle course between total description... and circumscribed narrative... the cultural historian selects his material not by fixed rule but by *esprit de finesse*... The historian in general can only show, not prove; persuade, not convince... the cultural historian lives imaginatively in his own culture and also in that which he has made his own by study...

"Middle course", "*esprit de finesse*", "only show, not prove", "lives imaginatively" - this vocabulary melts into a soft and slippery jelly which goes down very nicely at an end-of-term fund-raising appeal/annual memorial lecture. When Barzun claims that as a cultural critic and historian he is not in the business of "solving riddles" but of "grasping meanings", he is in effect disclaiming the validity of everything he states. What are these "grasped meanings"? How can one be educated into this *esprit de finesse*, and who is to say (except Barzun himself) that Barzun has it?

It might seem unfair to raise these philosophical matters over a book which has such a pleasant demeanour and is often soundly informative. Barzun is at his best when imparting facts or explaining other people's arguments. Yet his own ideology (for that is what his *esprit de finesse* amounts to) is insidiously unaware of its own limitations and fallacies. It does not confront itself. But less toughly, one might say that one's image of Barzun is thoroughly sedentary. He is not in the business of warring, a prophet crying out, like Lawrence or Leavis, against the modern dispensation. Rather, friendly and courteous, he has mastered the critic's equivalent of a good bedside manner.

Rupert Christiansen

Rupert Christiansen has worked on the new "Oxford Companion of Music".

## Novels of good form

The Formal Principle in the Novel  
by Austin M. Wright  
Cornell University Press, £15.00  
ISBN 0 8014 1462 8

The idea that a good work of fiction should possess formal unity was once generally accepted; more recently, however, many critics have dismissed it as an obsolete notion, an impediment to a proper understanding of the nature of literature. In this book, Austin Wright begins by reasserting its value and then examining it in theoretical terms.

There are, he argues, four components of the formal principle in the novel: the way of defining form in the novel, which he labels assertive, aggregative, tedious, as he sees it, the chief; and of these, as for by looking at the work of fiction in terms of hierarchy, Wright argues, one can include all the elements that contribute to its unity, arrange them in order of importance, and then place at the top of the hierarchy the unit, fying principle unique to that work.

Working with this concept of hierarchy, Wright then goes on to construct a more detailed definition of artistic form. His argument is elaborate, but his basic point is fairly simple. Every good novel, which has its own formal principle, is a hypothetical composite formed by the various unifying elements - or, to use Wright's own words, "the simple elements" - form capable of accounting for the location of the plot in the formal principle. Wright argues, the study of the plot: plot is the synthesizing principle in a work of fiction, and for any novel that possesses a unity a proposed plot hypothesis is adequate if it is able to account for all that novel's aspects. For example, by proposing that the plot of *Heart of Darkness* is "the process by which the protagonist discovers with horror (or dread) the 'precariousness' of civilization", we



This black chalk drawing of the head of a young man is attributed to Gaetano Gandolfi c1780. An illustration from the catalogue of an exhibition of Bolognese drawings (University of Chicago Press, £24.50).

can perceive the unity of the story, see why certain things are excluded and certain others emphasized, and discover the reasons for its particular structure.

Having emphasized the centrality of plot, Wright then analyses four novels in detail: *The Portrait of a Lady*, *The Sound and the Fury*, *Invisible Man*, and *Pale Fire*. His intention here is to show how his idea of a formal principle can be applied to very different kinds of novels and, in particular, to experimental fiction. On the whole, Wright deals with his chosen texts rather well. His analyses of their structures are exemplary, exact without being too reductive; and he comes to terms quite convincingly with such basic critical questions as the function of the closing episode in *The Portrait of a Lady* and the relationship of the final section of *The Sound and the Fury* to the three others.

This is not to say, however, that the book has no weaknesses. Quite often, Wright's theoretical apparatus seems to be more of a hindrance than a help, leading him to multiply categories to the point of confusion and to define individual novels in extraordinarily cumbersome terms. Then again, he appears to retreat occasionally into mere impressionism or an appeal to some hypothetical notion of the common reader's experience: as when, for example, he rejects the suggestion that *Isabel Archer* may be sexually motivated because it "strikes" him, he says, as "anti-Jamesian".

More important, perhaps, Wright's reluctance to deal with the argument that the essence of a literary work is its disunity, or with the currently fashionable tendency to dismiss consideration of the author's intentions, leads him into some serious difficulties. It encourages him, for instance, to minimize the diversity, the sheer disruptiveness and discontinuity, of books like *The Sound and the Fury*, and to assume that if an author says something is so about his work then "we have really all we need to know".

But to dwell on such weaknesses would be misleading. Wright may not solve all the problems he sets out to examine, nevertheless he states them clearly and pursues them conscientiously. Any reader is likely to feel, after finishing this book, that his knowledge of the basic critical questions has been extended and that he has been given a few, new and useful, tools for understanding fiction, which is surely all that can be asked of a work of this kind.

Richard Gray

Richard Gray is reader in literature at the University of Essex.

## Exile and exception

Notebooks/Memoirs/Archives: reading and rereading Doris Lessing  
edited by Jenny Taylor  
Routledge & Kegan Paul, £11.95 and £4.95  
ISBN 0 7100 9033 1 and 0 7100 9034 X

"This story is difficult to tell," announces the narrator at the beginning of one of Doris Lessing's short stories, unsettling the reader by drawing attention to problems of form: "Where to put the emphasis? Whose perspective to use?" The solution, as so often in Lessing's work, turns out to involve discarding the possibility of using the character's narrative is presented through an omniscient but somehow fretful commentator.

The result is a type of detachment, frequently ironic in tone, which is one aspect of Lessing's determination to "break through the personal, the subjective". In view of this aim, it is not surprising that Lessing was irritated when large numbers of women in the 1960s read her novel *The Golden Notebook* very subjectively indeed. Now, twenty years later, the contributors to *Notebooks/Memoirs/Archives* have set out to examine the reality behind the popular notion of Lessing as a kind of sage.

Although all of the essays in this collection are by women with feminist convictions, they vary considerably in method and approach. Sometimes, the emphasis is on individual testimony. Jean McCindle, for example, examines Lessing's relationship with the impact of reading Lessing in the aftermath of 1956, and still reveres the concern with "fragmenting and getting beyond it" that made Lessing's writing so helpful to her then, politically as well as emotionally.

Elizabeth Wilson, in a piece on Lessing and de Beauvoir, also looks back to a time when *The Golden Notebook* seemed like "a manual of womanly experience", but for her, rereading these "heroine-autors" has brought nostalgic awareness of a "lost ability to identify with them as heroines and alternative selves". From this, Wilson concludes that when "exemplars" were needed in the 1950s and early 1960s de Beauvoir and Lessing kindly obliged, but that today, when feminists are "returning to individual lived experience", both these "pioneers" seem "stuck in one-sided representations of womanhood", unable to resolve

an ambiguity between "the unique and the representative voice".

Wilson does not claim, however, that contemporary feminists have overcome this dilemma, and her cautious approach is fully justified if Nicole Ward Jouve's contribution is anything to go by. With many worthwhile points to make about Lessing's prose and its disaffections, Jouve spoils things by trying to interest us in the drama of her own thought-processes - indicated mainly by colloquial interjections, anecdotal "musings", and other gimmicks designed to avoid any suspicion that she is behaving as critics usually choose to do. Take away the song and dance about "the right to say I" and the misplaced assumption that all literary criticism (or "criticism") as she derisively spells it) is doomed to evasive anonymity, and Jouve actually has a strong case to make against Lessing's seemingly complete authorial consciousness in *The Children of Violence*.

The conflict discerned by Jouve between Lessing's "totalizing intention" and her apparent preoccupation with details and particularities is a recurrent topic throughout this collection. In a fascinating study of the different "selves" produced by the narrative structure of stories included in *A Man and Two Women*, Margaret Atack reveals an "irreducible difference between the established discourse" of the book and "the immediate experience which both should and cannot be accommodated within it"; and Jenny Taylor, in her editorial introduction, notes a widening gap between Lessing's all-knowing narrative persona and the consciousness of her protagonists.

For Taylor, the formal intricacy of Lessing's fiction cannot be understood apart from ideological questions, and she offers a convincing account of the way Lessing's early adherence to the tradition of classic literary realism is linked to contradictions in her political stance, particularly as it was affected by the intense debates within the Left during the 1950s. Here, Lessing's political origins are seen as a woman contributing to the authority she gained "in part with both a 'public' and a 'personal' voice", and to dissociate herself from the passivity which characterized postwar British views of women.

Clearly, Lessing's position has had advantages, and these are explored fully in Rebecca O'Rourke's discussion of Lessing as "exile and exception". Opposing the misconception of women's writing as a unified whole, and so offering a welcome alternative to "laudatory feminist criticism", O'Rourke manages to acknowledge the variety of modes and sub-genres in which women have displayed their abilities as writers of fiction. It is suggested that because Lessing enters into "a critical relation with the dominant culture", and conducts more "skirmishes with form" than her British counterparts, she has won serious critical attention. This might seem a laudable achievement, but O'Rourke sees it as tantamount to becoming a "token woman" for the literary establishment. The implication seems to be that Lessing has also been overruled - or at least valued for suspect reasons.

Collectively, as well as individually, these essays leave a strong impression of the constraints within which Lessing's career has developed, and also of something oppressive about her didacticism, which is shown to be at odds with her increasing experimentation with open forms like *Canopus in Great Britain*.

A fitting end to an interview with David Gladwell, who directed the film version of Lessing's futuristic fantasy *The Memoirs of a Survivor*. Constraints in this case included the need for a location which could be kept free of cars, and where thorough councils would tolerate windswept drifts of rubbish; but these were minor problems compared with that of raising guaranteed finance. Perhaps the most significant condition made by financial backers was that there should be no direct narration, no "voice-over effect". The story had to tell itself, and keep secret the difficulties of the teller.

Valerie Shaw

Dr Shaw is lecturer in English at the University of Edinburgh.



# NOTICE BOARD

Noticeboard is compiled by  
Patricia Santinelli  
and Mita Goldie

## Continuing Education

A conference on "Teaching research-based courses: possibilities and problems" will be held at Downing College from January 6 to 8 1983. Award-bearing courses for teachers which incorporate research-based work, whether for assignments or for general teaching purposes, present distinctive possibilities and problems for both tutors and students. This conference will consider key issues related to teaching research-based courses and will be of particular interest to those who plan or teach BEd and higher degree courses and advanced diplomas. Full details are available from Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2RQ, (tel: 0223 36611).

The Institute of British Geographers, the principal learned society for geographers in the UK, celebrates the fiftieth anniversary of its foundation in 1933. The focus of the celebrations will be the annual conference, to be held at the University of Edinburgh, January 5 to 8. In addition to 17 study groups and working parties, there will be special sessions to mark the anniversary. Several publications are to be issued at that time: a history of the institute by Professor R. W. Steel (principal), University College of Swansea; a special issue of the institute's journal *Transactions*; and a book, *The Changing Geography of the United Kingdom*, to be published by Methuen.

The Museum of London is currently showing an exhibition which looks at King's Cross and St. Pancras stations. Entitled "A Tale of Two Stations", the exhibition places them in the architectural, social and economic context of late Victorian London.

The Association of Learned Societies in the Social Sciences is holding a day conference to launch the association. Its theme is the funding of research in the social sciences, especially in the post-1960 period. The programme includes an address by Michael Power, and a panel of speakers from private foundations and government departments that fund and commission research. The conference is to be held at Imperial College, London on Saturday January 15, 1983. The cost is £10 per head including coffee, tea and lunch. Cheques should be sent to Dr Sara Diamond, Sociology department, University College, PO Box 78, Cardiff CF1 1XL.

## Grants

### Universities

#### Edinburgh

Biology: £32,497 from the Agricultural Research Council for research on the molecular mode of action of abscisic acid in the induction of dormancy under the direction of Dr A. J. Treva. Orthopaedic surgery: £15,000 from the Arthritis and Rheumatism Council in support of research on replacement knee assessment, under the direction of Mr W. A. Souther. Respiratory medicine: £12,141 from British Oxygen Ltd in support of a medical technician in the Rayne Laboratory, under the direction of Professor D. C. Flenley. £22,500 from the Rayne Foundation in support of a medical technician in the Rayne Laboratory, under the direction of Professor D. C. Flenley. £28,524 from Zyma (UK) Ltd in support of a clinical trial, under the direction of Professor D. C. Flenley. Genetics: £30,000 from the Commission of the European Communities in support of research on validation and application of tests for mutations including small deletions, under the direction of Professor C. Auerbach and Dr B. J. Kirby. £13,970 from the Marrow Society in support of research on the use of methods of testing for environmental pollutants, under the direction of Dr R. M. Clayton. £24,748 from the Muscular Dystrophy Group of Great Britain in support of research on clinical and biochemical studies in muscular dystrophy, under the direction of Professor A. H. Emery. £11,061 from the Muscular Dystrophy Group in support of a pilot study of a neonatal screening programme for *Pachyone MD* in the Edinburgh region, under the direction of Professor A. E. H. Emery and Dr S. J. Lloyd. £10,244 from the Muscular Dystrophy Group in support of a clinical assistant in human genetics at the Western General Hospital, under the direction of Professor A. E. H. Emery. Molecular biology: £22,094 in support of research on molecular biology of plasmid recom-

bination, under the direction of Dr D. R. F. Leach. Chemistry: £25,000 from the Ministry of Agriculture, Fisheries and Food in support of the Gun Research Programme, under the direction of Dr D. M. W. Anderson. Geography: £20,460 from the Ministry of Agriculture, Fisheries and Food, in support of the Parish Survey of England and Wales, under the direction of Dr A. J. Crabtree and Mr J. Thomson. £36,000 from the Social Science Research Council and the Sports Council in support of research on the rationale for public sector investment in leisure, under the direction of the touring and recreation research unit. Bacteriology: £20,532 from the Scottish Home and Health Department in support of research on blood group sector status and susceptibility to infection, under the direction of Dr C. C. Blackwell and Dr D. M. Weir. Social Administration: £26,976 from the Scottish Home and Health Department in support of research on prison after-care in Scotland, under the direction of Dr A. Robertson. Nursing research: £14,984 from the Scottish Home and Health Department in support of a research programme in nursing research, under the direction of Dr L. J. Hocking. Science studies unit: £12,896 from the SERC in support of research on research on cultural change in science; a case study in high energy physics 1967-1978, under the direction of Dr D. O. Edge and Dr A. R. Pike. General medicine: £24,870 from the Wellcome Trust in support of research on biological principles affecting stereoisomers, under the direction of Professor C. R. W. Edwards. Veterinary medicine: £70,660 from the Wellcome Trust in support of research on the characterization of the surface and stage specific proteins of *Thelazia annulata* and a study of their role in the immune response of the host, under the direction of Professor J. R. S. Fitch. £22,782 from the Wellcome Trust in support of research on the effect of anaesthetic agents on neurotransmitter responses, under the direction of Dr R. J. Martin. £18,130 from the Wellcome Trust in support of research of the antigenicity and receptor status of normal and neoplastic

various memory cells, under the direction of Dr R. W. Eise and Dr M. Norval.

### Essex

Physics: Dr B. Ridley, £80,000 from the (US) Office of Naval Research for a study of the theory of quantum semiconductor structures, £30,165 from the SERC for an investigation into the transport properties of semiconductor layers and quantum wells. Dr P. Kaprielian, £25,712 from the SERC for a further study of models of continuous laser welding. Biology: Dr R. N. Baker, £20,261 from the SERC for a study on the chlorophyll fluorescence induction curve as a probe of *in vivo* photosynthesis. Dr C. Scanzonello/Dr H. Scaly, £29,450 from the SERC for an investigation into the cloning of two inter-related alcohol dehydrogenases in *Aspergillus nidulans*. Dr C. Mason, £11,500 from the Anglian Water Authority for support systems analysis of scientific and operational data from reservoir catchments. Dr C. Anglian Water Authority. Electronics: Professor O. B. Chaplin, £39,342 from the Ministry of Defence for an investigation of active vibration control for an investigation into the fabrication of a voltage to current transducer and application in filter design. Chemistry: Dr R. K. Fidler, £31,259 from the British Technology Group as an extension of the existing grant for a study of new metal chelating agents.

## Open University programmes January 8 to January 14

### Saturday January 8

8B2C 10.15 Parents and Teenagers Inside Out (P14); prog 11. 10.30 Countdown to the 100 (P14); prog 11. 11.00 University Schools: The View from the Top (P14); prog 11. 11.25 Science Foundation Course: Preparatory Mathematics (P14); prog 11.

### Sunday January 9

8B2C 10.15 Health Choices: Stormy Weather (P21); prog 1. 10.30 The First Years of Life: On the Way (P21); prog 1. 11.00 University Schools: The New Governors (P21); prog 1. 11.25 University Schools: The New Governors (P21); prog 1. 11.50 University Schools: The New Governors (P21); prog 1.

### Thursday January 13

8B2C 12.00 Technology Foundation Course: Does It Want You? (P14); prog 3.

### Friday January 14

Radio 3 (VHF) 22.20 Technology Foundation Course: Why Design a Dome? (P14); prog 3.

## Coventry (Lanchester) Polytechnic PART-TIME EVENING MA IN MODERN HISTORICAL & POLITICAL STUDIES (CNA)

Post-graduate courses in history, politics and international relations, offering advanced study to graduates with knowledge of modern history and politics. Graduates in cognate areas will also be considered. This is a three year course (two evenings a week) with two years' course work and one year for dissertation. For full details contact:  
Dr Ian Henderson  
Department of Politics and History  
Coventry (Lanchester) Polytechnic  
Priory Street  
Coventry CV1 5FB  
Tel: Coventry 24186, ext 470/489  
or Leamington Spa 27322 (evenings)

## Universities

### The Queen's College, Glasgow

Senior Lecturer: Mr K. Pine (consumer affairs). Lecturers: Mrs S. O'Neill (food production and food security; Mrs S. MacKay (communication studies); Mr C. Rojek (sociology). Senior lecturers: Dr R. Chalmers and Mr D. McLean, physiology; Mr S. Collins, social work; Mr K. Pine, consumer affairs. Lecturers: Dr M. Ninnio, physiology; Mr J. Smith, food science; Mr G. Woolfenden, catering studies; Mrs S. O'Neill, catering management; Mrs P. Letton, home economics; Mr R. Ellis, communication studies.

### Keel

Industrial liaison and business manager: Dr Hugh Roberts, until recently General Manager, research, of the Mould Division of ICI at Runcorn.

### Kent

Visiting lecturer: Dr J. H. Madison, assistant professor of history at Indiana University; Dr R. M. Pielou, assistant professor of English at Virginia Polytechnic Institute and State University. Visiting research fellow: Dr S. A. Richards, lecturer in psychology at Wye College who will be working in collaboration with members of the university unit for the history, philosophy and social relations of science. Research fellows: L. R. Dix, R. C. Howdell, Dr C. Scruton and J. J. Langowski, (chemistry); Anne M. Alcamal and Kathleen M. Alcamal, biochemistry; and Dr R. K. Heenan, physics. Honorary lecturer in clinical psychology has been conferred upon Mr T. H. Foxen, newly appointed principal psychologist at Leybourne Grange Hospital, under a joint agreement between Tunbridge Wells Health Authority and the University. Honorary research fellow in the Health Services Research Unit has been conferred upon Dr M. Valler, who has been appointed to the post of specialist in community medicine with the Maidstone Health Authority.

## Chairs

Dr Derek Pegh, professor of organizational behaviour at the London Business School, has been appointed to the chair of systems at the Open University. Professor Pegh is general editor of *Journal of the History of Modern Management Studies*. Mr Roger Gleave, formerly senior lecturer in the department of geography, has been appointed to a single tenure chair in the same department at the University of Salford; he is currently director of the university's centre for development studies. Dr Christopher Bryant, formerly senior lecturer in the department of sociological and anthropological sciences, has been appointed to a single tenure chair in the same department at the University of Salford.

## Fellowships

Professor P. G. Winch, professor of philosophy at King's College London, has been appointed A. E. H. Blackwell fellow in philosophy at the University of Salford for the academic year 1982/83. He succeeds Professor Norman Malcolm who was the first holder of the fellowship.

### New College, Oxford

Honorary fellowships have been awarded to Sir Edward Heath, KCB, CVO, CH, and to the Hon C. M. Woodhouse, DSO, OBE.

Temporary assistant librarian: Mr Carol Fieldhouse for the period October 1, 1982 to October 31, 1983. Mrs Fieldhouse will be working on a sabbatical leave, financed by the Bibliographical Society, and will be working in the library at York Minster.

### University College, London

Head of the department of law: Professor J. L. Howell, who holds the chair in public law at University College, London, in succession to Professor Lord Lloyd of Hampstead who retired in September 1982.

University of Manchester Institute of Science and Technology  
Vice principal, for a two-year period: Professor C. C. Wood, of the computer and protection centre, from December 1, 1982, and Professor F. M. Burdick of the department of civil and structural engineering, from April 1, 1983.



Professor Wood: vice principal

### University College of North Wales

The Hon. Sir William Mars-Jones, MBE, MA, LL.D., has been appointed by the college court to serve as president of University College of North Wales for a period of five years from January 1, 1983. Sir William is a fluent Welsh speaker.

## Honorary degrees

At a special ceremony on Wednesday, December 1, the degree of Doctor of Science was conferred by the vice-chancellor of Brunel University on Mr J. W. Wright of the Co-operative Institute for Research in Environmental Sciences, Colorado. The award was in recognition of Mr Wright's achievements in high altitude research. Immediately after the ceremony, Mr Wright delivered the annual Brunel Lecture, describing how the reflection of radio waves off the ionosphere could be used as a means of understanding winds, tides and weather relationships world wide.

## Universities

### Stirling

Phil: Lord Charles Fort, executive chairman of Transhume Iron, Mr Alisdair D. G. Milne, director general of the BBC, Dr Dennis Hall, senior policy adviser, Ministry of Overseas Development; Rev. David Smith, Lord of the Manor of Stirling, chief executive, Shell (UK); Mr James C. Stenhouse, director, National Trust for Scotland; Professor Toshio Nambu of Tokyo University.

MA: Mr Archie Young, recently retired manager of the university's shared technical and audio-visual services department.

# Conference

## CRAC

## AN EDUCATION AND TRAINING PROGRAMME FOR THE 1980s

22-23 March 1983  
University of York

A two-day conference arranged with the Association for Sandwich Education and Training, to discuss present and future policies for education and training with the engineering industry. Speakers include Dr Kenneth Miller, Director General, the Engineering Council; Government Ministers, colleges and local education authorities; professional organisations concerned with future and higher education.

## ADMISSIONS TO HIGHER EDUCATION

23-25 March 1983  
University of York

Increasing pressures on places are changing dramatically the context in which guidance National Institute for Careers Education and Counselling, CRAC in association with the Engineering Council, is organising a conference, providing an essential update for teachers, further education lecturers and careers officers responsible for guidance on entrance to higher education, and admissions staff from universities, polytechnics and colleges.

For details please apply to:  
CRAC Conference Office  
Belmont Street  
Cambridge, CB2 1LZ  
Telephone: Cambridge (0223) 364551

# CLASSIFIED ADVERTISEMENTS

## The Times Higher Education Supplement

To place advertisements write to or telephone:

The Advertisement Manager,  
The Times Higher Education Supplement,  
Priory House, St John's Lane, London EC1M 4BX.  
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Friday in the week prior to publication  
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week of publication

## Universities

### THE OPEN UNIVERSITY

## Summer School Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 2nd July and 3rd September 1983.

### Tutor Posts in the Faculty of Arts

Tutors qualified in:  
History, Music, Architecture and Design, Literature, Philosophy and Art History in particular.

### Tutor Posts in the Faculty of Social Sciences

*D102 - Making Sense of Society*  
Tutors experienced in teaching introductory level Social Science and in interdisciplinary teaching, qualified in one or more of:  
Economics, Human Geography, Politics, Psychology, Sociology, to teach in one of three interdisciplinary modules - Crisis and Conflict; The Fight for Shelter; Mass Media and Social Definitions; Sexual Divisions and Society.

*D322 - Introduction to Psychology*  
Tutors with experience of Experimental Methodology in different areas of Psychology.

*D303 - Cognitive Psychology*  
Tutors qualified in Experimental Psychology. Computer experience desirable.

*D204 - Fundamentals of Human Geography*  
Tutors qualified to teach Modern Geography, especially Urban, Rural and Social Geography, Statistical Techniques.

*Tutor Posts in the Faculty of Mathematics*  
Tutors for the following courses: Mathematics: A Foundation Course (M101), Introduction to pure Mathematics (M203), An Introduction to Calculus (M253), Mathematical Models and Methods (M21204).

*Tutor Posts in the Faculty of Science*  
Tutors qualified in: Biology, Chemistry (Organic, Inorganic, Physical and Photochemistry), Earth Sciences and Physics.

*Tutor Posts in the Faculty of Technology*  
Tutors qualified in Elementary Mathematics and Modelling (for technologists) (TM281), Materials Science (T252), Systems design, planning and management of social or technical systems, and Engineering Mechanics (Solids) (T232).

*T101 - Living with Technology*  
Tutors having teaching experience and qualifications and/or interests in areas of Architecture/Planning, Energy, Policy and Resources, Microprocessors, Water Quality, Materials Science/Metallurgy, Materials Resources, Mechanical Engineering, Electrical/Electronic Engineering.

*T283 - Introductory Electronics and T291 - Instrumentation*  
Tutors qualified in Electronics and/or Instrumentation: previous teaching experience an advantage.

*TAD292 - Art and Environment*  
Tutors to facilitate creative projects in a range of practical arts.

*Tutor Posts for the U-Area*  
*U203 - Popular Culture*  
Tutors with teaching experience and interest in the following areas: Cultural Studies, Semiology, Film and Television Study, Sociology and Social History.

*U204 - Third World Studies*  
Tutors with experience of teaching Third World Studies in Higher Education.

*U221 - The Changing Experience of Women*  
Tutors with experience of teaching Women's Studies within Higher Education.

*Demonstrator Posts*  
Graduates in Science to work in areas of Biology, Chemistry, Physics, Earth Sciences, Graduates in Science and Engineering to work in Earth Sciences, Materials Science, Metallurgy, Corrosion, Systems, areas of Materials Science, Metallurgy, Corrosion, Systems, Chemistry (water quality experiment), Electronics/Computing (microprocessor activity).

*Graduates in Psychology*  
Graduates in Mathematics with some knowledge of Dynamics.

*Application Procedure*  
For further particulars and an application form send a postcard to the Tutors Office (S5/4), PO Box 82, The Open University, Milton Keynes, MK7 8AU. Completed application forms must reach the Open University by Monday 31st January 1983.

## Appointments

Universities  
Fellowships  
Research and  
Studentships  
Polytechnics  
Colleges of  
Higher Education  
Colleges with  
Teacher Education  
Colleges and  
Institutes of Technology

Technical Colleges  
Colleges of  
Further Education  
Colleges and  
Departments of Art  
Administration  
Overseas  
Adult Education  
Librarians  
General Vacancies  
Industry and Commerce

## Other classifications

Exhibitions  
Awards  
Conferences and Seminars  
Courses

Personal  
For Sale and Wanted  
Holidays and  
Accommodation

## THE UNIVERSITY OF ADELAIDE

Invites applications from both men and women for the following positions:

### LECTURER IN JAPANESE (A1322) (Tenurable)

Available early 1984 in the Centre for Asian Studies which currently offers courses in modern Japanese and Chinese, Japanese literature, Chinese social history and also in Asian civilization and development. The aim of the Japanese language course is to provide students with a thorough training in modern Japanese so that they may use the language in all facets of their study of Japan, including modern social sciences as well as language and literature. The appointee will be expected to teach the language at all levels, should possess native or near-native competence in modern Japanese, and should have demonstrated research interest(s) in Japanese literature or Japanese social sciences. Applicants are asked to submit short tape recordings of their spoken Japanese and English.

It is University policy to encourage women to apply for consideration for appointment to, in particular, tenurable academic positions.

Closing date for applications: 28 February 1983.

### SENIOR TEACHING FELLOW IN ELECTRICAL AND ELECTRONIC ENGINEERING (T3755 & T3756) (Two Positions)

The successful applicants will be required to teach in tutorials and laboratories, to supervise and assess students' work up to final year and Honours level and to be active in research.

Applicants should hold an appropriate higher degree to have equivalent postgraduate experience.

The positions are available from 1 March 1983 to 31 December 1983.

Closing date for applications: 31 January 1983.

Further information about the general conditions of appointment may be obtained from the Personnel Manager of the University.

Holders of full-time tenured or tenurable academic appointments have the opportunity to convert their full-time appointment temporarily to a half-time appointment for a specific period of up to ten years where this is necessary for the care of children.

Salary per annum: Lecturer: \$A22,430 x 7 = \$29,467; Senior Teaching Fellow: \$A19,333 x 5 = \$22,148.

Applications, in duplicate, quoting reference number, and giving full personal particulars (including citizenship), details of academic qualifications and names and addresses of three referees should reach the Personnel Manager of the University of Adelaide, GPO Box 498, Adelaide, South Australia 5000 (Telex: UNIVAD AAB9141) not later than the dates indicated above.

## HERIOT-WATT UNIVERSITY DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING LECTURER IN COMPUTER ENGINEERING

The department offers an enhanced degree course and courses leading to B.Sc. degrees in Electrical and Electronic Engineering, and in Digital Engineering. In addition a successful part-time M.Sc. course in Digital Engineering is provided for engineers from local industry. Staff are engaged in a wide range of research into digital and computer systems and there is an S.E.R.C. funded Digital Systems Laboratory. Applications are invited from graduates with a good honours degree in Electrical Engineering or Computer Science, preference will be given to applicants with a higher degree and relevant industrial experience. Research experience in one or more of the following areas is desirable: Advanced computer architecture, parallel processing, high-level language architecture, design for VLSI, digital systems and teaching on computer engineering topics at undergraduate and postgraduate levels and conducting and supervising research in a specialist field in the general area of computer engineering. The appointment will be from 1st September, 1983 on the salary scale £8,575-£13,505 p.a. Application forms and further particulars can be obtained from the Staff Office, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HT. Please quote ref. no. 1/83.

## The London School of Economics and Political Science

## is appointing a SECRETARY

with overall responsibility to the Director for the administration of the School. The appointment follows the retirement of the two present Secretaries. The School hopes to make this appointment by 1 October 1983.

It is the wish of LSE to give preference to someone with experience in, and understanding of academic administration and the needs of academic policy. LSE has been proud of the close relations between its academics and its administrators, and wishes to make sure that this is continued.

The Secretary will be expected to delegate important work to other officers on the academic and general management side. The School will also be appointing an officer who is primarily responsible for financial administration and who is accountable to the Secretary, but has direct access to the Director.

The salary will be in the professional range.

Application forms for the post of Secretary and a copy of the Staff Manual may be obtained from the Personnel Officer at the School and should be returned not later than 14 February to The Director, London School of Economics, Houghton Street, Aldwych, London WC2A 2AE.



## CHAIR IN COMPUTER SCIENCE

Applications are invited for this newly established post. Further particulars from the Registrar and Secretary, University of Bradford, West Yorkshire BD7 1DP. Closing date for receipt of applications 28th February, 1983.

## The Open University 'U' Course: The Changing Experience of Women

TEMPORARY  
LECTURESHIP

Applications are invited for a three to five temporary lectureship to take charge of the maintenance of a new course, 'The Changing Experience of Women', in the Department of Women's Studies. The appointee will be expected to have a grounding in the teaching of the course and to be able to give a presentation.

The successful applicant will be given the opportunity to convert their full-time appointment temporarily to a half-time appointment for a specific period of up to ten years where this is necessary for the care of children.

Salary per annum: Lecturer: \$A22,430 x 7 = \$29,467; Senior Teaching Fellow: \$A19,333 x 5 = \$22,148.

Applications, in duplicate, quoting reference number, and giving full personal particulars (including citizenship), details of academic qualifications and names and addresses of three referees should reach the Personnel Manager of the University of Adelaide, GPO Box 498, Adelaide, South Australia 5000 (Telex: UNIVAD AAB9141) not later than the dates indicated above.

A wide teaching or research experience is essential for the post, and the appointee will be expected to have a grounding in the teaching of the course and to be able to give a presentation.

The post is available from 1st February 1983 or on an ad hoc basis. Salary will be £8,575-£13,505 p.a. with 1985 benefits.

Application forms and further particulars can be obtained from the Staff Office, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HT. Please quote ref. no. 1/83.

At current rates, salary for a three to five temporary lectureship is £8,575-£13,505 p.a. with 1985 benefits.

Further particulars and application forms may be obtained from the Personnel Officer at the School and should be returned not later than 14 February to The Director, London School of Economics, Houghton Street, Aldwych, London WC2A 2AE.

Closing date for applications: 28th February, 1983.



## Universities continued

THE UNIVERSITY OF  
LANCASTER

**THE SIR JOHN FISHER  
CHAIR OF ELECTRONIC  
ENGINEERING**

The Sir John Fisher Foundation has endowed a new Chair of Electronic Engineering within the Department of Engineering.

Applications are invited from persons experienced in the applications of electronics, having strong interests in research and possessing the ability to lead a research team.

The person appointed will be expected to co-ordinate existing activities in the teaching of electronics and to have responsibility for the development of research programmes in conjunction with both S&D and industry will be a major priority.

Interests in instrumentation, robotics or digital control, not least, are advantageous, but the exact level of interest in these areas will be determined by the needs of the department.

Five copies of applications, quoting reference 1291, should be sent to the various of these persons to whom reference may be made, should be sent by 31st January 1983, to the Lectureship Office, University of Lancaster, Bailrigg, LA1 4YW, from whom further details may be obtained.

UNIVERSITY OF  
EAST ANGLIA  
Norwich

**LECTURER**

Applications are invited for the temporary post in the Scandinavian sector of the School of Modern Languages and European History. Preference may be given to a specialist in Danish language and literature. The appointment will be for a period of 12 months, from 1st October 1983 for a period of three years. Starting salary will be within the range £8,375-£8,085 per annum plus USS benefits.

Applications (three copies), giving names of three persons to whom reference may be made, should be sent to the Lectureship Office, University of East Anglia, Norwich NR4 7U (Tel: 0603-5261, Ext. 2128), from whom further particulars may be obtained. No forms of application are issued.

The Queen's University  
Belfast

Applications are invited for the following posts:

**LECTURESHP IN  
MICROBIOLOGY**

This lectureship is in the newly-established Department of Microbiology in the Faculty of Science. Candidates must have a proven research record in some area of microbiology, preferably in bacteriology.

Salary range £8,375-£13,500 with USS, local pension dependent on age, qualifications and experience.

Closing date: 25 February 1983

TEMPORARY  
LECTURESHP IN FRENCH

This lectureship in the Department of French is available from 1 October 1983 to 30 September 1985. It is intended to appoint a specialist in the field of 19th-century studies, but to assist also in the general teaching of French language and literature in the Department.

Salary, according to age, on one of the first three points of the lecturers scale: £6,375, £6,801, £7,227.

Closing date: 31 January 1983

Further particulars of both posts may be obtained from the Personnel Office, The Queen's University of Belfast BT7 1NN.

University of  
London

**The London Hospital  
Medical College and  
North East Thames  
Regional Health  
Authority**

**SENIOR LECTURER/  
HONORARY  
CONSULTANT IN  
MORIBID ANATOMY**

Applications are invited for the post of Senior Lecturer in the Department of Morbidity in the London Hospital Medical College, which has a long tradition of excellence in the study of morbid anatomy. The post holder will be responsible for the teaching of morbid anatomy to medical students and for the supervision of the department's research activities.

The post holder will be expected to have a high level of expertise in the field of morbid anatomy, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Morbidity, London Hospital Medical College, 1-25, Great Ormond Street, London EC1M 6BQ.

University of  
Surrey

**LECTURESHP IN  
DIGITAL  
ELECTRONICS AND  
TELECOMMUNICATIONS**

Applications are invited for the post of Lecturer in Digital Electronics and Telecommunications. The post holder will be responsible for the teaching of digital electronics and telecommunications to students in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of digital electronics and telecommunications, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**CHAIR AND  
HEADSHIP OF THE  
DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

The post holder will be expected to have a high level of expertise in the field of cancer studies, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Cancer Studies, University of Surrey, Guildford GU1 2XH.

Oxford University  
CRYSTALLOGRA-  
PHY

A qualified chemist is required to work on a two-year basis in the Department of Chemistry, Oxford University. The post holder will be responsible for the teaching of crystallography to students in the Department of Chemistry.

The post holder will be expected to have a high level of expertise in the field of crystallography, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Chemistry, Oxford University, Oxford OX1 3PS.

The Papua New  
Guinea University of  
Technology  
and  
Communication  
Engineering

**SENIOR LECTURER/  
ASSOCIATE  
PROFESSOR  
(COMMUNICATION  
ENGINEERING)**

Applications are invited for the post of Senior Lecturer/Associate Professor in the Department of Communication Engineering. The post holder will be responsible for the teaching of communication engineering to students in the Department of Communication Engineering.

The post holder will be expected to have a high level of expertise in the field of communication engineering, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Communication Engineering, Papua New Guinea University of Technology and Communication Engineering, Port Moresby.

University of  
Wales

**LECTURER  
MANUFACTURING  
ENGINEERING**

Applications are invited for the post of Lecturer in Manufacturing Engineering. The post holder will be responsible for the teaching of manufacturing engineering to students in the Department of Manufacturing Engineering.

The post holder will be expected to have a high level of expertise in the field of manufacturing engineering, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Manufacturing Engineering, University of Wales, Aberystwyth.

University of  
Newcastle Upon Tyne

**EXAMINATIONS  
OFFICER**

Applications are invited for the post of Examinations Officer. The post holder will be responsible for the organisation and administration of examinations in the Department of Engineering.

The post holder will be expected to have a high level of expertise in the field of examinations, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Engineering, Newcastle Upon Tyne University, Newcastle Upon Tyne.

University of  
Surrey

**LECTURESHP IN  
DIGITAL  
ELECTRONICS AND  
TELECOMMUNICATIONS**

Applications are invited for the post of Lecturer in Digital Electronics and Telecommunications. The post holder will be responsible for the teaching of digital electronics and telecommunications to students in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of digital electronics and telecommunications, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**TEMPORARY  
LECTURESHP IN  
POLITICS**

Applications are invited for the post of Temporary Lecturer in Politics. The post holder will be responsible for the teaching of politics to students in the Department of Politics.

The post holder will be expected to have a high level of expertise in the field of politics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Politics, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**CHAIR AND  
HEADSHIP OF THE  
DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

The post holder will be expected to have a high level of expertise in the field of cancer studies, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Cancer Studies, University of Surrey, Guildford GU1 2XH.

University of  
Birmingham

**CHAIR AND  
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DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

The post holder will be expected to have a high level of expertise in the field of cancer studies, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Cancer Studies, University of Birmingham, Birmingham B15 2TT.

Imperial College  
DEPARTMENT OF  
APPLIED MATHEMATICS

Applications are invited for the post of Lecturer in Applied Mathematics. The post holder will be responsible for the teaching of applied mathematics to students in the Department of Applied Mathematics.

The post holder will be expected to have a high level of expertise in the field of applied mathematics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Applied Mathematics, Imperial College, London SW7 2BZ.

University of  
Warwick

**PROFESSOR/  
DIRECTOR OF  
POSTGRADUATE  
MEDICAL  
EDUCATION  
CONVENTRY AND  
WARWICKSHIRE**

Applications are invited for the post of Professor/Director of Postgraduate Medical Education in the Conventry and Warwickshire area. The post holder will be responsible for the development and supervision of postgraduate medical education in the area.

The post holder will be expected to have a high level of expertise in the field of postgraduate medical education, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Postgraduate Medical Education, University of Warwick, Coventry CV4 7AL.

University of  
Hong Kong

**LECTURESHP IN  
ECONOMICS**

Applications are invited for the post of Lecturer in Economics. The post holder will be responsible for the teaching of economics to students in the Department of Economics.

The post holder will be expected to have a high level of expertise in the field of economics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Economics, University of Hong Kong, Pokfulam, Hong Kong.

University of  
Leicester

**CONFERENCE  
MANAGER**

Applications are invited for the post of Conference Manager. The post holder will be responsible for the organisation and administration of conferences in the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of conferences, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Leicester, Leicester LE1 7RH.

University of  
Surrey

**LECTURESHP IN  
DIGITAL  
ELECTRONICS AND  
TELECOMMUNICATIONS**

Applications are invited for the post of Lecturer in Digital Electronics and Telecommunications. The post holder will be responsible for the teaching of digital electronics and telecommunications to students in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of digital electronics and telecommunications, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**TEMPORARY  
LECTURESHP IN  
POLITICS**

Applications are invited for the post of Temporary Lecturer in Politics. The post holder will be responsible for the teaching of politics to students in the Department of Politics.

The post holder will be expected to have a high level of expertise in the field of politics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Politics, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**CHAIR AND  
HEADSHIP OF THE  
DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

The post holder will be expected to have a high level of expertise in the field of cancer studies, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Cancer Studies, University of Surrey, Guildford GU1 2XH.

University of  
Birmingham

**CHAIR AND  
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DEPARTMENT OF  
CANCER STUDIES**

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Further particulars may be obtained from the Department of Cancer Studies, University of Birmingham, Birmingham B15 2TT.

Imperial College  
DEPARTMENT OF  
APPLIED MATHEMATICS

Applications are invited for the post of Lecturer in Applied Mathematics. The post holder will be responsible for the teaching of applied mathematics to students in the Department of Applied Mathematics.

The post holder will be expected to have a high level of expertise in the field of applied mathematics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Applied Mathematics, Imperial College, London SW7 2BZ.

Massey University  
Palmerston North  
New Zealand

**LECTURER/SENIOR  
LECTURER IN  
PERSONNEL  
MANAGEMENT**

Applications are invited for the post of Lecturer/Senior Lecturer in Personnel Management. The post holder will be responsible for the teaching of personnel management to students in the Department of Personnel Management.

The post holder will be expected to have a high level of expertise in the field of personnel management, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Personnel Management, Massey University, Palmerston North, New Zealand.

University of  
Sheffield

**ADMINISTRATIVE  
GRADE III  
APPOINTMENT**

Applications are invited for the post of Administrative Grade III Appointment. The post holder will be responsible for the administration of the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of administration, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Sheffield, Sheffield S10 2TN.

University of  
Leicester

**CONFERENCE  
MANAGER**

Applications are invited for the post of Conference Manager. The post holder will be responsible for the organisation and administration of conferences in the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of conferences, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Leicester, Leicester LE1 7RH.

University of  
Surrey

**LECTURESHP IN  
DIGITAL  
ELECTRONICS AND  
TELECOMMUNICATIONS**

Applications are invited for the post of Lecturer in Digital Electronics and Telecommunications. The post holder will be responsible for the teaching of digital electronics and telecommunications to students in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of digital electronics and telecommunications, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**TEMPORARY  
LECTURESHP IN  
POLITICS**

Applications are invited for the post of Temporary Lecturer in Politics. The post holder will be responsible for the teaching of politics to students in the Department of Politics.

The post holder will be expected to have a high level of expertise in the field of politics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Politics, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**CHAIR AND  
HEADSHIP OF THE  
DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

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Further particulars may be obtained from the Department of Cancer Studies, University of Surrey, Guildford GU1 2XH.

University of  
Birmingham

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Further particulars may be obtained from the Department of Cancer Studies, University of Birmingham, Birmingham B15 2TT.

Imperial College  
DEPARTMENT OF  
APPLIED MATHEMATICS

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The post holder will be expected to have a high level of expertise in the field of applied mathematics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Applied Mathematics, Imperial College, London SW7 2BZ.

University College  
London

**RESEARCH  
ASSISTANT**

Applications are invited for the post of Research Assistant. The post holder will be responsible for the research activities in the Department of Physics and Astronomy.

The post holder will be expected to have a high level of expertise in the field of research, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Physics and Astronomy, University College London, London WC1E 6BT.

University of  
Sheffield

**ADMINISTRATIVE  
GRADE III  
APPOINTMENT**

Applications are invited for the post of Administrative Grade III Appointment. The post holder will be responsible for the administration of the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of administration, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Sheffield, Sheffield S10 2TN.

University of  
Leicester

**CONFERENCE  
MANAGER**

Applications are invited for the post of Conference Manager. The post holder will be responsible for the organisation and administration of conferences in the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of conferences, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Leicester, Leicester LE1 7RH.

University of  
Surrey

**LECTURESHP IN  
DIGITAL  
ELECTRONICS AND  
TELECOMMUNICATIONS**

Applications are invited for the post of Lecturer in Digital Electronics and Telecommunications. The post holder will be responsible for the teaching of digital electronics and telecommunications to students in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of digital electronics and telecommunications, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**TEMPORARY  
LECTURESHP IN  
POLITICS**

Applications are invited for the post of Temporary Lecturer in Politics. The post holder will be responsible for the teaching of politics to students in the Department of Politics.

The post holder will be expected to have a high level of expertise in the field of politics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Politics, University of Surrey, Guildford GU1 2XH.

University of  
Surrey

**CHAIR AND  
HEADSHIP OF THE  
DEPARTMENT OF  
CANCER STUDIES**

Applications are invited for the post of Chair and Headship of the Department of Cancer Studies. The post holder will be responsible for the teaching of cancer studies to students in the Department of Cancer Studies.

The post holder will be expected to have a high level of expertise in the field of cancer studies, and to be able to contribute to the development of the department's research activities.

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University of  
Birmingham

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Further particulars may be obtained from the Department of Cancer Studies, University of Birmingham, Birmingham B15 2TT.

Imperial College  
DEPARTMENT OF  
APPLIED MATHEMATICS

Applications are invited for the post of Lecturer in Applied Mathematics. The post holder will be responsible for the teaching of applied mathematics to students in the Department of Applied Mathematics.

The post holder will be expected to have a high level of expertise in the field of applied mathematics, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Applied Mathematics, Imperial College, London SW7 2BZ.

## THE TIMES HIGHER EDUCATION SUPPLEMENT 7.1.83

## Universities continued

BRANFORD COLLEGE, OX-  
FORD

Applications are invited for the post of Lecturer in the Department of Physics and Astronomy. The post holder will be responsible for the teaching of physics and astronomy to students in the Department of Physics and Astronomy.

The post holder will be expected to have a high level of expertise in the field of physics and astronomy, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Physics and Astronomy, Branford College, Oxford OX1 3PS.

Brunel University  
Department of Metallurgy

**RESEARCH  
FELLOWSHIP**

Applications are invited for the post of Research Fellowship. The post holder will be responsible for the research activities in the Department of Metallurgy.

The post holder will be expected to have a high level of expertise in the field of research, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Metallurgy, Brunel University, Uxbridge, Middlesex.

University of  
Cambridge

**SCHOOLTEACHER  
FELLOWSHIPS,  
1983-84 and 1984-85**

Applications are invited for the post of Schoolteacher Fellowship. The post holder will be responsible for the teaching of school subjects to students in the Department of Education.

The post holder will be expected to have a high level of expertise in the field of school teaching, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Education, University of Cambridge, Cambridge CB2 3RQ.

University of  
Leicester

**CONFERENCE  
MANAGER**

Applications are invited for the post of Conference Manager. The post holder will be responsible for the organisation and administration of conferences in the Department of Management Studies.

The post holder will be expected to have a high level of expertise in the field of conferences, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Management Studies, University of Leicester, Leicester LE1 7RH.

University of  
Surrey

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The University of  
Warwick

**PROFESSOR OF  
ARTS EDUCATION**

Applications are invited for the post of Professor of Arts Education. The post holder will be responsible for the teaching of arts education to students in the Department of Arts Education.

The post holder will be expected to have a high level of expertise in the field of arts education, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Arts Education, University of Warwick, Coventry CV4 7AL.

University of  
Cambridge

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University of  
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Further particulars may be obtained from the Department of Applied Mathematics, Imperial College, London SW7 2BZ.

## URGENT

**ROBERT GORDON'S INSTITUTE OF  
TECHNOLOGY, ABERDEEN**

**HEAD**

The School is responsible for BSc (CNAI) in Quantity Surveying, a number of part-time courses, and service teaching on other Degree and Diploma courses.

Further developments in prospect.

Salary £17,364 per annum.

Removal expenses assistance.

Details from:  
Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen, AB9 1FR. (0224 633611)

Bristol Polytechnic  
Department of Electronic Engineering

**RESEARCH  
ASSISTANT  
Ref No R/79**

Salary £3,355 per annum

Applications are invited for the post of Research Assistant. The post holder will be responsible for the research activities in the Department of Electronic Engineering.

The post holder will be expected to have a high level of expertise in the field of research, and to be able to contribute to the development of the department's research activities.

Further particulars may be obtained from the Department of Electronic Engineering, Bristol Polytechnic, Bristol.

University of  
Cambridge



## REMINDER

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## SPECIAL FEATURES FOR 1983

**Jan 21 Business & Technical Education**

**Jan 28    Microfilm Publishing****Mar 25 Management Education**

# SPECIAL BOOK NUMBERS FOR 1983

**February 4**  
**English**

February 1  
Education

**February 1**  
Micrological sci

**ST YOUR (2nd) HOME** to teachers, M.D.'s from Holl., Germ., Scand., UK, Francoise etc. in holidays or rent their homes, no vat. Internal, clinic, 5000 members! also arrange for paying guests. Drs H. & E. Binkhuysen, Home Holidays, PO Box 279, 1900 AD Haren, The Netherlands



# Don's diary

## Sunday

Mansfield. Little to recommend it except the presence of the young theatre director in charge of drama at the annual St Endellion festival of music and drama in Cornwall. After playing major roles for two summers, I have agreed to become the (unpaid) administrator of the theatre company. A day's discussion of plans for 1983's *As You Like It*. We complete preliminary casting suggestions except for the key role of Orlando, which remains problematic. A nationwide trawl has so far produced no one suitable. The day is enlivened by a Chinese meal in Mansfield.

## Monday

Three hours' teaching at a local further education college. One of the joys of redundancy is that there is time to teach, and to prepare adequately for one's classes. This is more rewarding than the endless committee work and response to crises which has been my lot for the last 10 years. These are a level theatre studies students could hardly be described as "academic" but they are enormously lively, endlessly inventive, verbally witty, and skilled in practical drama. However, they are less responsive to the charms of the Tudor interlude - our task this morning.

The afternoon is devoted to correspondence offering parts in *As You Like It* to 16 people geographically spread from Glasgow to Redruth and from Nottingham to Middlesbrough. Then to the university to attend the fifth out of six lectures on "Diversity in human sexual experience" arranged for the extra-mural department by a teachers' group to which I belong. After a lecture on student counselling, the 30 participants decide to have a party next week to celebrate the end of this course and the new friendships made therein. Generously, I offer my house as venue. Initial plans are discussed in the Cambridge pub. I notice as I leave that students who fail their Liverpool degree can obtain a PhD (Cambridge) from this history - Philosophy Diploma.

## Tuesday

Return to the university to teach postgraduates in the education department. I've answered a *cri de coeur* to inject some practical drama for schools into the course for English graduates training as teachers. A delightful group who quickly catch on to ideas but who are somewhat stiff and inhibited in practical work. I muse on the contrast with my A level students.

In the afternoon, back to the FE college to teach Stanislavsky's psycho-technique system of acting to second-year A level aspirants. Much hilarity as we practise one of the concentration exercises in which a student tries to carry a saucer brimful of water round the room while the rest of the group try to distract him. The resulting wet floor will not endear me to the cleaners! Then an hour with LGSN students hearing and evaluating their presentations of programmes of verse and prose on the theme of love.

Go home, to find that at last, after three seemingly interminable weeks, the decorators have left; they were concerned only with the exterior and with hall, landing and stairs, but every room seems to have succumbed to partial chaos. Spend the early part of the evening tidying up, but wonder whether I am wasting my time in view of next week's party. A group of former colleagues take me out for a drink, and I feel great relief at being no longer directly embroiled in their testing world of crises, financial cutbacks, staff redundancies, meetings, course closures.

## Wednesday

No part-time teaching today, so devote the morning to the composition of letters about *As You Like It* to sound, lighting and costume firms, to Richard Hickox (the festival's musical director), to the festival accommodation officer and to the National Trust, at three of whose properties we shall be performing after the festival. Ring round the country in search of an Orlando, but without success.

In the afternoon, tackle Salman Rushdie's *Midnight's Children*. How wonderful to have time to read again! Am impressed by the subtleties of structure, the imaginative inventiveness of a plot embedded in historical events, and the galaxy of vivid characters. Break off, somewhat reluctantly, to attend the National Theatre's production of *The Importance of Being Earnest* - beautifully staged, immaculately acted, but almost inaudible in the vast, echoing mausoleum of Liverpool's Empire Theatre.

## Thursday

Begin to prepare a lecture on "Language across the curriculum" to be delivered next month to a group of FE teachers. Then prepare for next week's classes. At last, hear from the pensions branch that my three years' service in Scotland will be "reckonable" for my pension and that a cheque will shortly be on its way to me. An unexpected phone call reveals the strong possibility that an Orlando is in sight - indeed, there may even be two or three candidates, so that auditions may be required. A productive day!

In the evening, meet friends in a beautifully relaxed "committee meeting" in a wine bar. On the agenda: planning details for next week's party.

## Friday

Another two hours at the university education department. This time I'm teaching a group of postgraduates whose major subjects are modern languages, physics, biology, mathematics and history. They have selected an option in drama for schools. Together we do practical work in improvisation before discussing the ways in which their role as drama teacher will differ from their role when teaching their main discipline. They seem to relish the practical work as a change from the predominantly sedentary nature of the rest of their week.

Afternoon brings shopping and cooking in preparation for the arrival of an old friend. Made redundant two years ago from his post as managing director of a clothes manufacturing firm, he has capitalized on an life-long love of cooking by opening a cordon bleu restaurant in Wales. Made every effort to provide a cuisine worthy of his own standards but (predictably) feel that I've failed.

## Saturday

Up early to catch the 7am London train. Four secondhand bookshops in the rest of the group try to distract me to the cleaners! Then an hour with LGSN students hearing and evaluating their presentations of programmes of verse and prose on the theme of love.

Go home, to find that at last, after three seemingly interminable weeks, the decorators have left; they were concerned only with the exterior and with hall, landing and stairs, but every room seems to have succumbed to partial chaos. Spend the early part of the evening tidying up, but wonder whether I am wasting my time in view of next week's party. A group of former colleagues take me out for a drink, and I feel great relief at being no longer directly embroiled in their testing world of crises, financial cutbacks, staff redundancies, meetings, course closures.

David Rostron

In August 1982, Dr David Rostron took voluntary redundancy from his post as head of the arts department in the faculty of education and community studies at Liverpool Polytechnic.

## All for the love of mankind



Patrick Nuttgens

of balance. There is no evidence that I know of that the House of Commons was any better after 1801 without clergymen than it had been before. What ultimately began to sort it out was not the absence of clergy but the extension of the franchise.

The absurd thing about the situation today is that it is only the priests of the established church who are excluded. Clergy who invent their own religions or churches are eligible. A modification of the act to exclude people like Ian Paisley could only be for the good. Even better if they were excluded from churches too.

The real reason, I sometimes think, why the clergy should be excluded from government is that they are so uncharitable. That is not as odd as it may sound. Most professions suffer from the vices they are themselves attacking - like academics who deplore intellectual dishonesty. If you believe you are in the right it is only a small step to believing that everyone else must be in the wrong and should eventually be put down. In any case the clergy are notorious for being quarrelsome. Their record in history is not good - Richey, Mazriny, John Knox, Cromer, Rasputin, the Ayatollah, Coburn thought Cranmer so deplorable that, if I remember rightly, he wrote that his very existence would almost make you doubt the justice of God.

## A renewed sense of purpose?



Keith Hampson

My friendly neighbourhood ecology candidate has been spending Christmas paying for advertisements telling his constituents that I support nuclear weapons.

You might surmise from this that the new generation of Campaign for Nuclear Disarmament has more money than sense. Its supporters certainly seem to be well heeled, fully paid up members of the middle class. They are also predominantly middle aged. They strike me as a different breed from the mark one vintage. They are not so young and their strength is not based in the universities.

I opposed CND as a student in the 1960s as I oppose them now. They were wrong about Kennedy and the Cuban missile crisis and I happen to

think that their judgment is no better today. But the point I want to make is not the similarity of then and now but the difference in the participants. What I suspect is that the 30-year-olds who are in the van of the present peace movement here and in the United States are actually the product of the campus revolt of a decade ago.

The young people who were so strongly influenced by Vietnam - the "flower power" generation who spread a ferocious radicalism from Berkeley to Essex - have not faded away. They are reborn. Despite the maxim about conservatism coming with increasing age, their old spirit seems to have been rekindled.

The ingredients are much the same. The old idealism - only slightly have been widened from peace in Vietnam to peace in general. There is the same anti-establishment, anti-military and in a sense anti-industry feeling. Attitudes which in this country led by and large to a rabid anti-Americanism. But the protestors of the late 1960s and early 1970s, like those of today, never had anything very positive to put forward. They prefer to opt out. Today their optimism is just as misplaced, their expectations of the Soviet Union naive and their unilateralist solution a useless panacea.

Be that as it may, I am forever being told what a contrast the present generation of students is: so industrious but so much more conservative and politically apathetic. They had been cowed by harsh economic realities, so the argument usually goes. But what seems more likely is that the present generation is the norm and that of the late 1960s and early 1970s an aberration. As far as opinion polls have looked at the attitudes of young people, they show that their attitudes, except for Vietnam generation, match closely those

were it not that "the most despicable man expired at last amidst those flames that he himself had been the chief cause of kindling." I suppose devotion to absolute truth can make you regard human lives as relatively cheap, your own and especially other people's.

The problem is that while the best of the clergy are preaching the wonders of God, some of them are giving him a bad name. God may be in Woody Allen's opinion, a underachiever; but the impression he gives via some of his spokesmen is of two characteristics - cruelty and triviality.

In most of the great world religions, not only the Old Testament but god seems to have been peculiarly bloodthirsty and a lot of lives have been cut short in his name. They still are, not a million miles from being, though as in other religious conflicts, god is probably a scapegoat, an excuse for vicious behaviour rather than a cause of it.

For most of us nowadays the problem is that he seems to be so small minded. It was always difficult to understand why a merciful god could countenance predestination (a nasty shock at the end, in Muriel Spark's phrase) but increasingly I find it even more difficult to believe that an infinite and eternal and omniscient god, with an intelligence massive enough to comprehend the totality of nature and the behaviour of peoples should care a damn (which may be the right word) about trivial matters of discipline and the membership and observance of sectarian bodies!

Whether they are matters of discipline or theology we have spent a lot of time creating problems for ourselves which we then spend a lifetime trying to solve or avoid or escape from.

But let me try to redress the balance. Nobody is more antieristic than the clergy so I am in good company. For among them have been some of the most heroic and inspiring people of my time - missionaries and leaders, apostles and saints. Perhaps their uncharitableness is simply the reverse of their great virtue, which is love. I have listened to some really great preachers in my time, from several denominations. Some have been unforgettable performers and speakers, some so eloquent of speech that it was difficult to have faith in the love of God and found it through the love of man. And love, I suspect, is after all what led to the incident at the start of this article.

## LETTERS TO THE EDITOR

### League table of civil engineering degrees

The Institution of Civil Engineers is concerned to see the nature of your survey of civil engineering courses (11/11/82). I am sure there is probably only one body with enough knowledge to attempt a fair degree of assessment in relation to the relative merits of final year papers. Some courses are more suitable for some students than others.

We would suggest that academic opinion alone is not representative of what is best for the student and the profession. Furthermore, we note that your "league tables" are based on a mere 17 usable academic replies. Taken separately, equally unhelpful, a selection of parents at which universities/polytechnics they would be proud to have their offspring of employers from which universities/polytechnics they would

consider recruiting graduates. In both cases opinions would tend to be based on incomplete, inadequate, misleading or outdated information. The Institution of Civil Engineers does not consider that the "league tables" are representative of the views of the profession as a whole. Moreover it is only the Joint Board of Moderators of the Institutions of Civil, Structural and Municipal Engineers, with a fairly close knowledge of each individual department and degree course, which could be considered to be in any position to make such judgements and that, for very good reasons, it would never make these public.

D. L. G. BEGBIE, Director of education, training and membership, The Institution of Civil Engineers, Great George Street, London SW1.

### Heart valve research

Sir - My attention has just been drawn to a letter in your issue of October 29 from a Mr P. J. Hill of the British Technology Group, concerning statements made in your article of October 8, ("Britain loses heart project to America") about the National Research Development Corporation's handling of an invention of mine. Mr Hill claims that the NRDC behaved correctly in every way throughout. The facts are otherwise.

Shortly after my invention of a new type of artificial heart valve in 1969, I proposed to the NRDC that it should enter into a revenue-sharing agreement with Edinburgh University, my employer, in consideration of which the corporation should secure such patent protection as would allow me to discuss the invention in the United States on a forthcoming visit there without compromising prospects for commercial exploitation.

The NRDC responded with enthusiasm, and secured patent cover very promptly. Not until long after I had returned from the USA, however, did I discover that the corporation had applied for a UK patent myself. Good fortune alone prevented my inadvertent disclosure of the invention in the USA and thereby forfeiting irrevocably any future rights for its manufacture or sale in that country.

After my return to Edinburgh, while still unaware that patent cover had been secured only in the UK, I interested a major German manufacturer in the invention. I reported this to the NRDC in a letter of May 1972 and was advised that it would be in order to enter into technical discussions with the German firm. A year later the NRDC itself prepared to enter into business negotiations with the company concerning my valve. At that time no German or other overseas patent existed on the invention. In consequence, the NRDC's advice that I should discuss NRDC's details with a German manufacturer jeopardized my negotiating position with the firm; negotiations were without point, as the corporation possessed no patent rights negotiable in Germany.

The true patent position was disclosed for the first time a year later by the NRDC, as, by chance, in a letter dated May 25, 1973, replying to a routine inquiry from my university. This letter, four years after the initial application had been made, disclosed that the corporation had secured a UK patent, but that it had at no time taken steps to pursue a patent application outside the UK.

By this time, the UK patent was to be published by the UK Patent Office. As such publication constitutes public disclosure, it would thereafter have been impossible to secure patent protection for the invention in Germany or any other foreign country.

The heart valve business is by its nature international; rights of manufacture and sale in the UK would themselves have little commercial value in world terms. Had the invention been published at that stage without overseas patents, it would therefore have become impossible to protect in any effective commercial sense.

I persuaded the corporation to retrieve the situation at the eleventh hour by extending the patent to include certain improvements and corporate certain applications, all by filing overseas applications, all

before publication of the UK patent took place a few weeks later.

Meaningful negotiations between the NRDC and the German firm (which, remarkably, had sustained its interest in the business) could (in 1973) now begin. The NRDC, however, pursued these so ineffectually and with such baffling delays and unexplained silences as eventually to defeat even German patience. In the letter of May 1975 informing the NRDC of its withdrawal from the negotiations, the German company was moved to point out that had a contract been prepared when the terms were first agreed, nearly a year earlier, the company would have signed and paid a lump sum for a development option.

Confronted by me with this conclusion, the NRDC agreed on June 17, 1975 to "abandon our interest (sic) in this case" in favour of Edinburgh University. Whatever may have prompted this most welcome decision, it was certainly not "withdrawal of support" for my work by the Scottish Home and Health Department, nor Home and Health Department, nor any refusal of support by Mr Hill. The SHHD continued to finance my work until 1977; and although the DHSS did indeed refuse their help in exploiting my invention, that was also in 1977, two years after the deliverance of my affairs from the hands of the NRDC.

The NRDC, and perhaps its ways, are gone. But it is ominous now that its successor's spokesman should impudently misrepresent and champion such actions.

Yours faithfully, NORMAN MACLEOD, Department of Chemical Engineering, Edinburgh University.

### Work after retirement

Sir - Having retired at 51 from a senior university post I was very interested in your report of the Association of University Teachers' protest about the Manchester reemployment information centre's leaflet to employers about the "reservoir of inexpensive talent" (THES, December 24).

If I wish to preserve my income after 1984 (when my part-time university job ends) by taking further paid employment, I have three main choices: I can either use my 16 years experience of computer management directly, in a similar job for which I would want a higher salary than I was paid by the university; or take a job allowing me to continue my research, for which I would be quite prepared to accept less than the normal rate; or start a new career - for which I would obviously not initially expect the full rate for the job.

Though I remain a full member, I do not think it is the ALT's business whether I take more or less than "rate for the job." I am delighted that the Manchester unit is informing potential employers that there are people like me who can afford to be "relatively inexpensive" if a job seems interesting and/or worthwhile. Yours faithfully, JOHN HAWGOOD, Crook Hall, Sedgegate, Durham.

### Plight of Italian studies

Sir - I am afraid one can only agree with the gloomy picture depicted by Professor Fahy (THES, December 16) of the disappearance of Italian posts must be of great concern to us, as an indication of the drastic reduction of never-too-abundant resources for both research and teaching in the field of Italian studies. The result is a progressive depopulation and marginalization of these studies, with distinguished scholars leaving the country and younger ones leaving the field altogether.

This is an "anorexia" syndrome induced by policies currently pursued in the higher education sector.

However, I was rather puzzled to find in your article a list of institutions where Italian is at risk. I must confess I am not as much aware of this, if not in as much as any subject and course in polytechnics is being endangered by the "death by a thousand cuts" policy.

Without being too complacent - there is always room for improvement - up to now I have been reasonably pleased with the support recently to Italian studies at Sheffield City Polytechnic, where our BA (Hons) degree in modern languages with political studies has been operating successfully for a number of years. The staff in the Italian section are engaged in very interesting and rewarding work, both in teaching and research, though obviously within the frustrating constraints which apply to the public sector higher education.

The optimist in me suggests that Sheffield City Polytechnic must have been named in error: one does wonder whether Professor Fahy was indeed expressing his concern about the fate of Italian in polytechnics, in the face of Italian in universities.

Unfortunately, my pessimistic side has lately become more and more dominant; and so I cannot help wondering that Professor Fahy should know something I don't. I would be the regrettable case. I would be grateful if he could pass his information to me.

Yours faithfully, SANDRA POTESTA, Principal lecturer in charge of Italian, Sheffield City Polytechnic.

## Industrial relations unit

Sir - In recent months it has been both depressing and disconcerting to read in your pages of the establishment of the Berrill inquiry into allegations of "unfair bias" in work carried out by the Industrial Relations Research Unit of the Social Science Research Council at the University of Warwick.

In our estimation the stature and professional quality of work carried out in the unit ranks with, if not surpasses, that of virtually all other world centres of learning in the field. Its impact in generating new vitality and excitement in academic industrial relations circles over the past decade cannot be overestimated. Certainly, we in Australia have benefited from the Warwick stimulus which has contributed significantly to the emergence of a more lively and robust interdisciplinary research climate.

Historically, research agendas have always provided a focus for debate. However, we would defend most vigorously the need for such decisions to be made on academic rather than political grounds. In this light the Berrill inquiry shoulders a weighty responsibility. More specifically, it concerns us that its deliberations and conclusions are likely to promote a new prescriptive view of "desirable" industrial relations research with implications, not only for the SSRC and British scholarship generally, but internationally as well.

We hope that reason will prevail. Yours faithfully, MARK BRAY, tutor, Department of Industrial Relations, University of New South Wales.

ALEX ABEY, senior lecturer, School of psychology, University of New South Wales.

ALICE COOLICAN, tutor, Department of industrial relations, University of New South Wales.

LES CUPPER, senior lecturer, Labour studies programme, University of Melbourne.

BILL FORD, associate professor and acting head, Department of organizational behaviour, University of New South Wales.

STEVE FRENKEL, senior lecturer, Department of industrial relations, University of New South Wales.

KEVIN LANCE, dean, Schools of business and social sciences, Gippsland Institute of Advanced Education.

RUSSELL LANSBURY, associate professor, Management Studies Centre, Macquarie University.

JOHN NILAND, professor and head, Department of industrial relations, University of New South Wales.

MALCOLM RIMMER, senior lecturer, Department of industrial relations, University of Sydney.

VIC TAYLOR, senior lecturer, Australian Graduate School of Management, University of New South Wales.

DI YERBURY, foundation professor, Australian Graduate School of Management, University of New South Wales.

BILL HOTCHKISS, senior lecturer, Department of industrial relations, University of New South Wales.

## Union View

### Open the debate on alternatives

A paper recently before the National Advisory Body has as its heading "A strategy for local authority higher education in the late 1980s". This is education in the late 1980s: the paper which has received substantial publicity at least in the education press, for its recommendation that a new two-year diploma scheme should receive more detailed consideration as an alternative to the present three-year degree courses.

It must be of concern that the paper takes the form that it does. Firstly, it is important for the NAB to seriously develop a strategy for higher education in the public sector, based on a coherent educational philosophy and not merely a financially short-term planning exercise of the kind that it is currently undertaking. It is a pity that a paper which starts off with a good résumé of the models of higher education which have shaped the present system should degenerate into a series of limp and second-rate proposals for the future.

To deal however with the issues, the paper rightly draws attention to the fact that the so-called "Robbins" model has been bolderized over the years to a point where the three-year 18 plus degree course, and the satisfaction of individual demand, on this basis, came to be represented as full, but internationally as well. We hope that reason will prevail. Yours faithfully, MARK BRAY, tutor, Department of Industrial Relations, University of New South Wales.

ALEX ABEY, senior lecturer, School of psychology, University of New South Wales.

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One of the interesting features about the paper is that it assumes, implicitly at least, that higher education demand will either continue to rise or at least will not fall as Government planning policies have assumed. It notes that the Robbins model, with its focus on the 18 plus student, linked higher education demand firmly to demography. Such that both the previous Labour Government and the present administration assumed a sharp decline in the numbers entering higher education with the decline of the 18 plus age group. The assumption behind the present paper is that this decline will not occur, and therefore, if pressures on resources continue, there will be a permanent problem that is likely to continue well into the 1990s.

Unfortunately, the paper buries this assumption rather than highlights it. It does not invite the NAB to argue for increased resources even as one possible strategy amongst many others. The rather flabby round-up of possible options for the future, with which the paper ends, are not new and all have been discussed in one form or another over the past four or five years. Whereas in the past, however, they were discussed as additional ways of developing higher education, they are now discussed as alternatives.

The paper calls for "an open debate about the strategies open to the sector and a detailed examination of the proposals outlined in this report." The Natfhe believes we need an open debate about the strategies open to the sector and a detailed examination of a wide variety of proposals. Few of these are outlined in this report but could be made available to the NAB if it were asked for an input from those concerned with the sector. There could be no better start to 1983.

Jean Bocock

The author is assistant secretary for higher education at the National Association of Teachers in Further and Higher Education.